DOCUMENT RESUME

ED 197 530 EC 131 732

AUTHOR	Marmont, Wendy L.: And Others
TITLE	Training Regular Educators with Exceptional Kids: A Guide for Adapting the TREK Model of Inservice Training.
INSTITUTION	Portland Public Schools, Oreg. Area I Office.
SPONS AGENCY	Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Div. of Personnel Preparation.
BUREAU NO	451AH81427
PUB DATE	Mar 80
GRANT	G007701208
NOTE	127p.
EDRS PRICE	MF01/PC06 Plus Postage.
DESCRIPTORS	Curriculum: *Disabilities: Elementary Secondary Education: *Inservice Teacher Education: *Mainstreaming: Program Development: Program Evaluation: *Program Implementation
IDENTIFIERS	Oregon (Portland): *Project TREK

ABSTRACT

The document describes Project TREK (Training Regular Educators with Exceptional Kids) which provides services to seven school districts within the Portland, Oregon area. Chapter 1 offers an overview of the project's purpose and philosophy, target population, organization and staffing, delivery of services, and staff support and interaction. Chapter 2 reviews the history of the project in terms of its three major stages--content stage, process stage, and synthesis stage. A third chapter explains preliminary activities (identification of inservice training sites and participants, clarification of district needs and goals for inservice training, selection and orientation of TREK facilitators, and specification of district and project commitments, responsibilities, and expectations regarding inservice training) and planning and implementation. Included are charts listing the methods/variations of activities involved in the planning and implementation component. A fourth chapter outlines content of the training curriculum while a fifth chapter discusses evaluation of Project TREK design and outcomes. Considered in Chapter 6 are management, design, and philosophical issues which have provided insight about the design, implementation, and management of inservice training for regular educators. Five recommendations are offered in Chapter 7: establish a broad base of support for inservice training, provide training and orientation to facilitators at the onset, initiate inservice training activities at the building level with plans for expansion of services districtwide, establish a central clearinghouse of training resources for reference by staff members and other interested persons, and design short and long term evaluation strategies with attention to diverse audiences. The final two chapters contain a glossary of terms, a list of references, and an annotated bibliography. Appended materials include the following: demographic data regarding target area and target population, Project TREK Consortium Council Charter and membership list, position descriptions for professional staff, information on the TREK process, the nine cell grid for designing a learning experience, a survey of teacher competencies and needs, a hierarchy of teacher skills, an individualized training plan, project objectives, and miscellaneous forms. (SBH)

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ED197530

TRAINING REGULAR EDUCATORS WITH EXCEPTIONAL KIDS

A Guide for Adapting the TREK Model of Inservice Training

By Project TREK

EC 131732

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Daniel McCauley

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

March 1980

JUL 2 9 1980

PROJECT TREK STAFF

Coordinator: Wendy L. Marmont

Facilitators: Jacob Blasczyk
Gordon L. Farley
Bradley W. Fritts
Kenneth Gates
Jo Anne Johnson-Goertz
Maureen E. McMahon
Judith A. Romano
Kay Struckman
[illegible] E. Temple
[illegible]: Sharon A. Young

TABLE OF CONTENTS

Chapter		Pages
I.	OVERVIEW	1- 5
II.	HISTORY	6- 8
III.	TREK TRAINING: THE PROCESS	9-23
	Preliminary Activities	9-14
	Planning and Implementation	15-23
IV.	TREK TRAINING: CONTENT	24-27
V.	EVALUATION	28-32
VI.	ISSUES OF IMPLEMENTING INSERVICE TRAINING	33-41
	Management Issues	33, 34
	Design Issues	34-36
	Philosophical Issues	36-41
VII.	RECOMMENDATIONS	42-45
VIII.	GLOSSARY	46-48
IX.	REFERENCES AND ANNOTATED BIBLIOGRAPHY	49-53
	References	49, 50
	Annotated Bibliography	51, 53

APPENDICES

Appendix A: Demographic Data Regarding Target Area and Target Population

Appendix B: Project TREK Consortium Council Charter and Membership List

Appendix C: Position Descriptions for Professional Staff

Appendix D: The TREK Process

Appendix E: The Nine Cell Grid for Designing a Learning Experience

Appendix F: A Survey of Teacher Competencies and Needs

Appendix G: Hierarchy of Teacher Skills

Appendix H: Individualized Training Plan

Appendix I: Project Objectives

Appendis J: Miscellaneous Forms

CHAPTER ONE

OVERVIEW

PURPOSE AND PHILOSOPHY

Project TREK (Training Regular Educators with Exceptional Kids) is a three-year inservice training project which was initiated in June of 1977 with funding by the Bureau of Education for the Handicapped, Division of Personnel Preparation. It was the outgrowth of cooperative planning among several Portland metropolitan area school districts sharing a mutual concern: the preparation of school personnel to meet the needs of handicapped children mainstreamed into regular classroom activities.

The purpose of Project TREK is to assist educators in implementing accommodative instructional practices in order that exceptional learners can receive appropriate education. "Accommodative instructional practices" refer to teaching methods which meet the changing differences of a group of learners. The Project's training design has been developed through testing various assumptions about inservice practices, experimenting with several approaches, and identifying those techniques which have proven most effective. As a result, there is strong emphasis upon accommodation of adult learners, attention to process and change strategies, and integration of existing resources within and across school districts.

The TREK model is based upon the following principles:

1. If exceptional learners are to be provided a more appropriate education in the least restrictive environment, then classroom personnel need to learn more appropriate attitudes toward exceptional children and accommodative instructional practices.
2. Accommodative instructional practices are those that meet each learner's needs in the areas of content, rate, style and environment.
3. An important indication that classroom personnel have learned more appropriate skills and attitudes is the generalization of these skills and attitudes to the classroom setting.
4. The most significant consideration in planning inservice training for educators is the knowledge that adult learners share many of the characteristics of student learners, and that their individual needs must be considered in the design of training.

TARGET POPULATION

Project TREK provides services to seven school districts within the tri-county area of metropolitan Portland, Oregon. These include Beaverton, David Douglas, North Clackamas, Oregon City, Parkrose, Portland, and West Linn School Districts. Within these districts training and technical assistance is provided to selected elementary and secondary schools and district per-

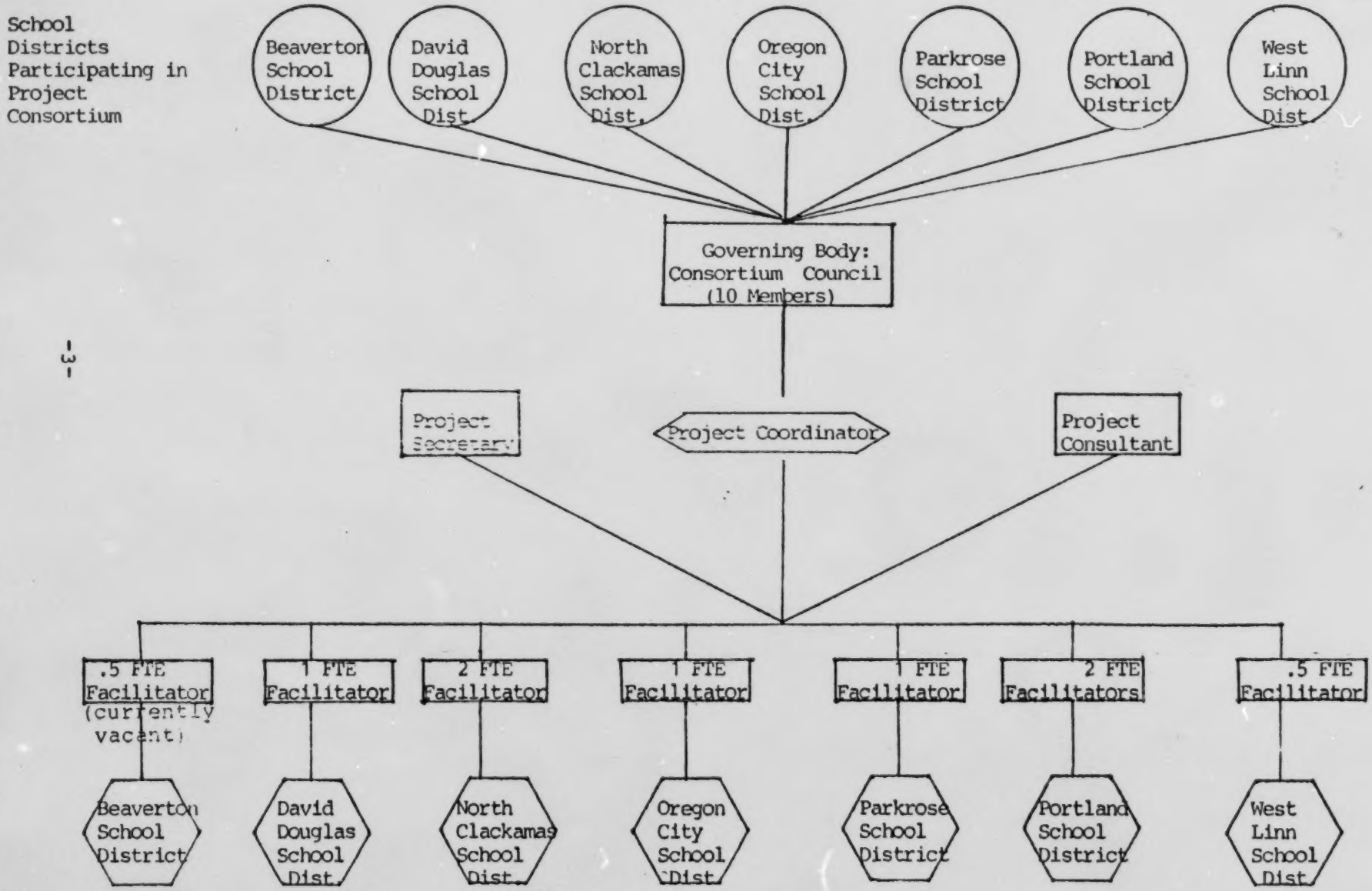
sonnel who indicate interest in the inservice program. Participants include teachers, principals, paraprofessionals, and appropriate support personnel. In addition to persons directly involved in inservice training or consultation activities, the Project indirectly serves two other groups: (1) students within the target area whose learning experiences are enhanced as the result of training provided, and (2) other educators throughout the nation for whom inservice training materials and information are available.(See Appendix A for demographic data regarding the target area and population served by Project TREK.)

ORGANIZATION AND STAFFING

The fiscal agent for Project TREK is Portland Public School District #1, and direction is provided by a Consortium Council representing all participating school districts. This consortium-based model provides a means by which districts can share resources and expertise to achieve Project goals. The TREK Consortium Council charter and membership list are presented in Appendix B, pages 1 and 2.

Figure 1 on the proceding page represents the organizational structure for Project TREK. As shown in this diagram, the Project is staffed by 7.5 full-time equivalent (FTE) facilitators; three are .5 FTE and six are 1.0 FTE. Administrative support is provided by a full-time Project Coordinator and secretary. Facilitators act as on-site trainers/consultants within participating districts. Each TREK facilitator has demonstrated expertise in one or more areas of special education, as well as accommodative instructional practices. (Job descriptions for professional staff are included in Appendix C, pages 1 and 2.)

Figure 1:
PROJECT TREK ORGANIZATIONAL STRUCTURE



DELIVERY OF SERVICES

Each TREK facilitator is responsible to a home district. A site agreement is formulated between the facilitator and building/district administrator which describes how and with whom inservice training/consultation will be provided. Training activities are planned and designed jointly with Project TREK and school personnel, and progress is reviewed on an ongoing basis to ensure that training is appropriate and effective.

Since its inception Project TREK training has moved from a facilitator-controlled, content-oriented approach to a model which stresses process and accommodation to the diverse needs, interests, and skills of participants. A variety of training options are offered to participants: workshops, small group activities, and individual consultation. Training is frequently delivered through a learning center model, which allows participants to progress at their own rates and styles through individually selected content. In addition to direct inservice training by facilitators, consultation is available to building/district personnel in areas such as planning for local staff development.

Project TREK training is designed and implemented with a high regard for each individual teacher's interest in making changes in instructional practices. The Project recognizes the individual differences of adult learners. To demonstrate regard for individual differences, TREK models the same accommodative instructional practices with teachers that it is hoped teachers will use in their classrooms.

TREK utilizes Individualized Training Plans to assist teachers in goal-setting and planning their training experiences for themselves and their students. Teachers may self-select from content options or design their own training. The single criterion is that the experience be the next step toward accommodating the individual differences of students. The step is based on the teacher's interests and aptitudes rather than a pre-determined decision imposed by a TREK facilitator.

STAFF SUPPORT AND INTERACTION

Fundamental to the Project's design and operations are the cooperative efforts among TREK staff, which enable the group to utilize the unique skills and experiences of each staff member. TREK staff meet on a weekly basis. Formal staff meetings are held twice a month. On alternating weeks there are staff work days--used for task force meetings, staff training, and/or independent planning and preparation.

One essential role of staff meetings is to provide mutual support for continued growth and development of inservice training endeavors. Staff exchange materials and methods, and they consult with one another in problem solving.

TREK staff also meet together to accomplish common tasks, make decisions regarding Project objectives and strategies, and evaluate training efforts. Early in the Project joint activities included skill development training, designing brochures and training materials, and developing training processes and techniques. Currently, the TREK staff is engaged in refining materials and techniques for training and disseminating information to those interested in adapting/replicating Project activities.

TREK facilitators are often invited to observe or assist in training activities in other districts. Following such activities, involved personnel get together for "debriefing", i.e., identifying strengths and weaknesses of the activity, problem-solving, and brainstorming ideas for future training.

Staff not only share personal resources; district resources are often shared, as well. Production services in one district may be used to prepare for a cross-district training event. Facilitators may visit programs or contact specialists outside their home districts based upon recommendations and information shared in staff meeting. Similarly, when a guest speaker or film presentation is sponsored by one member district, facilitators from other districts are often invited.

CHAPTER TWO

HISTORY

This history is a commentary on the evolution of Project TREK in general and of the staff members who have been a part of it. It reveals staff growth as individuals and as a group of individuals. It provides insights, issues, and questions that form the base of our acquired knowledge about inservice training relative to PL 94-142.

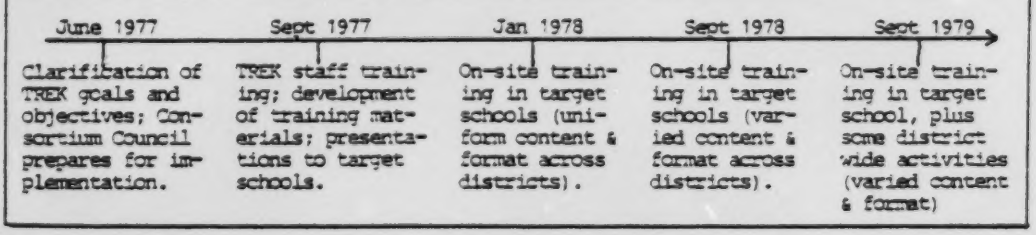
Those who first conceptualized the Project endorsed the idea that in order to provide full service education for handicapped students, strength would come from combining input from more than one school district. A consortium was created as a means by which districts would share resources and expertise. A consortium of Special Education Directors representing eight area school districts worked cooperatively to develop Project goals, philosophy and design. Project Director, Dianne Berreth Warrick, was hired in the Fall of 1977; she worked closely with Consortium members to finalize plans for the preliminary phase of Project operations.

The first year staff included the Project Director, three full-time facilitators, two half-time facilitators, and a full-time secretary. Over the three years there have been some staffing changes, including a change in Project Coordinator at the end of the second year. Additional personnel have been hired, as necessary, to fill staff vacancies.

As stated in the initial proposal, the original goal of Project TREK was "to train teachers in a full service goal for handicapped children". This implies that teachers learn about their expanded roles in the education of handicapped students and demonstrate skills in program planning and implementation to meet their special needs. This long-range goal has been maintained, as has the consortium concept of sharing resources across district lines. However, these goals have seen modification and several shifts in focus as staff size, knowledge and skills have increased. The goal of Project TREK has been restated to emphasize flexibility in responding to the individual differences of target groups and facilitators. It also allows for the expansion of training activities to address district-wide concerns.

Figure 2 presents a timeline of major events in Project TREK development.

Figure 2: A Timeline of Major Project Events


June 1977
Clarification of TREK goals and objectives; Consortium Council prepares for implementation.
Sept 1977
TREK staff training; development of training materials; presentations to target schools.
Jan 1978
On-site training in target schools (uniform content & format across districts).
Sept 1978
On-site training in target schools (varied content & format across districts).
Sept 1979
On-site training in target school, plus some district wide activities (varied content & format)

Basically, TREK has gone through three major stages of development: a "Content Stage", a "Process Stage" and a "Synthesis Stage". Although these are not clearly defined stages, they are descriptive of the shifts in focus mentioned earlier. This is exemplified by the transition from development of standard materials for target groups, to greater recognition of individual differences and processes to accommodate them, to further refinement and correlation of resources, (i.e., synthesis of content and process).

CONTENT STAGE

Not unlike many demonstration projects, a major objective during 'start-up' was to design a well-structured, transportable model. Therefore, early efforts were concentrated upon developing uniform procedures and materials which would ensure consistency in what and how training occurred. The initial TREK training model consisted of a series of pre-packaged training materials called "modules", correlated to sequenced teacher skills and competencies. (In a sense, the Project was creating a degree program in Special Education for regular educators.)

In March, 1978 TREK staff received intensive training in Learning Opportunities for Teachers (LOFT) through Western Leadership Training Institute, Los Angeles, California. During training TREK staff were introduced to use of multi-sensory, concept-correlated learning centers. One outcome of this was a staff decision to adopt LOFT kits as the basis for teaching the content areas of behavior management and program development. More importantly, the staff began to re-examine Project TREK materials and techniques designed previously in light of what they had learned through LOFT training. One major change which resulted was the movement toward incorporating learning centers into TREK inservice delivery.

PROCESS STAGE

The Process Stage perhaps afforded the greatest learning opportunities for Project staff. Discovering that prepackaged content was rigid and insufficient, many original assumptions about inservice training were re-examined. For example, the need for mastery learning of pre-established curricula, mandatory participation of trainees, and uniform delivery across districts were questioned and alternatives posed.

Project staff members began applying what they knew about individual learner differences to inservice training practices. Various processes for providing training were analyzed in relation to the ways people adapt to change and innovation. Recognition of differences within and across districts was accompanied by awareness of individual differences among facilitators. The staff learned a great deal about each other's strengths and skills and sought to capitalize on them more fully.

SYNTHESIS STAGE

As facilitators became more skilled in individualizing for adult learners and using each other as resources, Project TREK entered the "Synthesis Stage". This stage is characterized by close scrutiny of results to date and their implications for future training (within and beyond the target area).

Whereas much of the original content has been maintained, there have been major modifications in its use. With on-going curriculum modification Project TREK training can be more responsive to the diverse needs, interests and skills of individuals, building and districts. With a variety of options and activities which comprise the training process, Project TREK can better accommodate training participants and utilize facilitator styles and skills.

Questions and issues remain as Project personnel continue to analyze past activities, identify best practices, and incorporate them into an accommodative model for training. These are discussed in subsequent chapters.

CHAPTER THREE

TREK TRAINING: THE PROCESS

The Project TREK model is characterized by a high degree of local control over the design and implementation of inservice training. As a result, each participating district and facilitator operates differently in regard to training design, content, and processes for delivering inservice. Therefore, the TREK process cannot be described in terms of a standardized approach or a series of clearly established, sequential steps. Despite obvious and apparent differences in service delivery, one common characteristic underscores every aspect of TREK training: flexibility to accommodate the needs, preferences, and resources of participating districts relative to providing educational services for handicapped learners. The result is a unique blend of facilitator skills and styles mobilized to address divergent district/building needs and circumstances.

In order to provide an accurate and comprehensive description of the TREK training process, this chapter is divided into two sections: preliminary activities, and planning and implementation. In each section an attempt has been made to explain common practices and variations thereof.

PRELIMINARY ACTIVITIES

Prior to initiating Project TREK inservice training, it was necessary to accomplish four tasks: (1) identification of inservice training sites and participants, (2) clarification of district needs and goals for inservice training, (3) selection and orientation of TREK facilitators, and (4) specification of district and Project commitments, responsibilities, and expectations regarding inservice training.

In order to plan and make appropriate decisions concerning these tasks it was essential to establish mechanisms for continuous gathering and sharing of information among all involved parties. Project staff needed information about district organization and decision-making structures, as well as communication and support systems. Administrators and potential participants needed information about Project TREK services. Project staff and district decision-makers needed information regarding existing needs, concerns, and resources (personnel, financial, and material). Consequently, initial contacts focused on establishing credibility and rapport with district/building personnel. These contacts involved activities such as formal and informal meetings with groups, conferences with potential participants, and dissemination of written information. The purpose of these activities was to exchange information about Project TREK and participating districts and to build a foundation for cooperative planning and decision-making.

Prior to examining each of these tasks and how they have been performed in participating districts, it must be emphasized that the tasks did not necessarily occur in sequential order, nor with a common timeline. Sometimes they occurred simultaneously or in a different order. Also, the amount of time and effort devoted to each task varied among districts. In the majority of instances, they not only formed the basis of preliminary efforts; they became part of an on-going, iterative process of constant review and refinement.

1. Identification of inservice training sites and participants

The original TREK proposal broadly defined the Project's target area and population as regular educators within eight school districts in the Portland metropolitan area. This definition allowed a great deal of flexibility for participating districts to pinpoint priority target groups and/or locations for training activities. Each district could decide if it wanted a building-based or district-wide inservice delivery system--or a combination of the two.

Whatever approach was chosen, there were key considerations to be addressed, such as which school personnel would participate in training and whether participation would be voluntary or mandatory. If building-based training (i.e., training in target schools) was selected, it was necessary to answer the following questions: how many schools? which schools? concentrated training in one school, or two or more schools simultaneously? fixed or flexible timelines for completing training activities?

When and how these decisions were made varied among participating school districts. In some instances one or more district administrators arbitrarily determined specific training sites and/or target groups. In other cases this was a cooperative decision-making effort involving district administrators, building principals and special education supervisors--with or without TREK participation. Still another approach was to leave the decision up to individual principals and faculties; training would be available to those who requested it. (Whereas these decisions were not made by Project TREK, Project staff were available to consult with district/building personnel regarding various options.)

2. Clarification of district needs and goals for inservice training

Within the framework of the Project goal--"to assist educators in implementing accommodative instructional practices through individualized inservice training and consultation in order that exceptional learners can receive appropriate education"--specific training goals and objectives were established for each district. These were based upon information collected about district needs, priorities, and existing resources. Results of a needs assessment survey distributed to district personnel by the Consortium Council provided preliminary information

for planning. Additional information was obtained by district and/or Project personnel through follow-up surveys, interviews, and group meetings with key district/building personnel. (A sample form for collecting school data is included in Appendix J, pages 1 through 3 .)

3. Selection and orientation of TREK facilitators

The facilitator hiring process is reflective of the desires and policies of participating districts. Some districts selected and reassigned existing school personnel to assume the TREK facilitator role. In other districts, facilitator applicants were screened and hired by the district's personnel office. In a few instances the Project Coordinator participated in the district's screening and selection process.

Partially due to the fact that several TREK facilitators were hired before a Project Coordinator was selected, little formal training and orientation was provided to facilitators before initiating Project activities. Individual facilitators received orientation from district personnel--often directly provided/supervised by the district Special Education Director. Actual facilitator training consisted of participation in periodic group training sessions conducted by outside consultants and "in-house" training activities, i.e., one or more Project staff sharing information and expertise in specialized areas. The majority of staff training, therefore, has been on-the-job training and learning by personal experience or the experience of other Project staff.

4. Specification of district and Project commitments, responsibilities, and expectations regarding inservice training

Decision to participate in Project TREK training is made on an annual basis and formalized in a written contract prepared by Portland School District #1 (the fiscal agent for Project TREK). At the beginning of each school year, contracts are negotiated and signed by appropriate authorities representing Project TREK and the member district. Contract terms specify: the amount the district would be reimbursed for facilitator salary; procedures for billing, accounting, and other requisite documentation; and the TREK facilitator job description. (Due to an oversight, contracts failed to specify Project funds available for mileage reimbursement and purchasing credits, hiring substitutes, or other incentives for training participants. As a result, these items had to be negotiated and clarified during the school year with appropriate district authorities.)

In addition to district contracts, TREK target schools are asked to enter into a site agreement delineating Project TREK obligations and those of the target school. The agreement is negotiated between the principal and TREK facilitator assigned to that building; copies are then forwarded to the district Consortium Council representative and Project Coordinator for review and signature.

Among responsibilities specified in the site agreement are the following:

a) building and Project provisions for incentives to participants (e.g., free or reduced rates for graduate credits, release time for staff, paid substitutes, funds for conference attendance or field trips, coffee or snacks for extended sessions)
b) development and provision of inservice training, according to specified goals, activities, and criteria
c) follow-up training/consultation services to be provided
d) building participation and support regarding inservice activities
e) provisions for facilities and equipment for training
f) documentation and evaluation requirements
g) communication/reporting regarding Project activities

The Project TREK site agreement form is presented on the following page.

PROJECT TREK SITE AGREEMENT FOR _____
District

_____
School

Effective _____ through _____
Date

Project TREK agrees to:

....Provide a training facilitator.

_____

_____

....Establish Inservice Training Plans with individual and/or groups of participating teachers to include:
a) goals
b) activities
c) evaluation

....Establish incentives for staff participation in the project. Specify:

_____

_____

....Develop and provide inservice training programs to meet building needs.

....Provide follow-up inservice training and/or consultation to participating teachers.

....Keep building/district informed about facilitator activities, training schedule, etc.

_____

_____

....Participate in building committees and duties as appropriate.

_____

_____

....Other:

_____

_____

_____
Facilitator

_____
Project Coordinator

The school community agrees to:

....Participate in Project TREK inservice training, including establishing individual/groups training goals, activities and evaluation for participants.

....Promote TREK-school efforts by planning for Principal and other appropriate personnel to:
a) confer with facilitator
b) participate in training activities as appropriate
c) participate in off-site meetings with project personnel.

_____

_____

....Establish incentives for staff participation in the project. Specify:

_____

_____

....Provide facilitator with access to classrooms and facilities for the purposes of visitations, data collection and technical assistance.

....Participate in project evaluation through completion of training evaluation forms, attitude surveys, criterion referenced tests, interviews, or other methods of evaluation as necessary.

....Provide work space and office equipment/ supplies for the TREK facilitator.

....Provide access to district/building production facilities.

....Other: _____

_____

_____
Site Principal

_____
Staff Representative(s)

_____
Consortium Council Member

DISTRICT EXAMPLE:
Preliminary Activities in Parkrose School District

1. Identification of inservice training sites and participants

The Parkrose Superintendent decided that one target school would receive inservice training for each of the three years of the Project. He identified the target schools, indicating that the entire building staff was expected to participate.

2. Clarification of district needs and goals for inservice training.

The decision to provide inservice training for the first year was based on the district's desire to increase awareness and acceptance of handicapped learners among target school students and staff. Goals for the second target school focused upon implementing a team approach to the referral process and promoting accommodative instructional practices. In the third target school the district sought to strengthen the building referral process and use of available resouces, including a newly established resource center.

3. Selection and orientation of TREK facilitator

The first year of the Project, one .5 FTE facilitator was selected from existing district staff. The facilitator was trained with other Project staff at the beginning of the Project. Following training, the facilitator was assigned to one school. The second year a second .5 FTE facilitator was added. This facilitator was selected from the existing staff of the second year target school. This facilitator received training and orientation from the first Parkrose facilitator and other TREK staff.

4. Specification of district and Project commitments, responsibilities and expectations regarding inservice training

Site agreements were negotiated for all target schools. The primary incentives which have been used are graduate credit (paid by Project TREK and/or participants) and release time for workshops (provided at district expense). Throughout the three-year period Parkrose School District has provided strong administrative support--from central office personnel, general and special education administrators, and building principals. Office space, materials and equipment, and secretarial help for facilitators have been provided through district/building resources.

PLANNING AND IMPLEMENTATION

Just as the preliminary activities vary widely within and among consortium districts, the activities for planning and implementing training are also diverse. Some facilitators provide service to one school building, conducting scheduled workshops and consulting on a one-to-one basis with building staff. Others utilize a consultant model that serves more than one building and may or may not involve scheduled inservice training. In some cases, facilitators provide services district-wide organizing support or interest groups, and providing indirect services to teachers by consulting with district personnel who, in turn, train building staff.

In every instance the initial focus for service delivery was building-based. Some districts have maintained this focus. Others have supplemented building-based training with district-wide training activities. In many instances expansion into district-wide activities has occurred gradually--as districts became increasingly aware of the TREK program and personnel and sought integration with related training concerns beyond the target schools.

Although each district operates differently, common goals and philosophies about training exist. Attention to change and how individuals adapt to it, activities planned in response to identified needs and interests, providing opportunities for educators to support each other and share resources are a few examples. (For a detailed discussion of the philosophical basis for Project TREK, refer to Appendix D, pages 1 through 4 .

The proceding pages outline the major ways in which training activities occur in participating districts. To eliminate confusion between building-based and district-wide inservice training efforts, these are presented separately. Planning and implementation activities are listed, with descriptions of methods and variations for each activity. Activities are intentionally listed without enumeration to emphasize that activities do not occur as isolated events; often they overlap and some activities may be repeated periodically to further refine training.

BUILDING-BASED TREK TRAINING

PLANNING	
ACTIVITIES	METHODS/VARIATIONS
Introduction of TREK to principal/key building staff: -share information about TREK, facilitator -consider options for TREK service -determine when and how to provide staff orientation to TREK	Special Ed. Director, Project Coordinator, and/or facilitator confer with principal; written information provided about TREK; joint planning session(s) involving facilitator, principal, building representatives.
Staff orientation to Project TREK: Introduction of Project TREK, facilitator May also include: -assessment of staff needs, interests -goal-setting with groups/ individuals -planning training activities -providing some training	TREK facilitator is introduced at faculty meeting; memos sent to staff re: TREK facilitator; formal/informal meetings with individual staff members; facilitator meets with some/all building staff
Collection of information about personnel, material, and financial resources	Facilitator conducts formal/informal resource survey; building staff assist in compiling resource information; facilitator conducts interviews with building staff
Assessment of staff needs and interests regarding inservice training	Principal determines staff needs; individual conferences; written interest surveys distributed; staff pre-tested on skills/knowledge; staff sign-up sheets for selecting training options; group discussion(s) with facilitator and building staff
Design of training based upon assessment data and staff input. Includes: -identification of participants (mandatory/voluntary) -specification of incentives available -establishing goals and objectives -outlining training activities, topics -scheduling of training events	Pre-determined by principal; facilitator decision; group decision by building committee; determined on an individual basis with participants; formalized in building site agreement. *A model used by some facilitators to design training activities is described in Appendix E.

BUILDING-BASED TREK TRAINING (continued)

PLANNING	
ACTIVITIES	METHODS/VARIATIONS
Preparation of training materials, coordination of resources, necessary arrangements for equipment and facilities	Facilitator collects relevant information and training materials; facilitator develops/adapts materials independently, with other Project staff, and/or district personnel; agendas and other training materials produced by facilitator, Project secretary, or building staff; facilitator/staff member arrange for meeting space, equipment, etc.

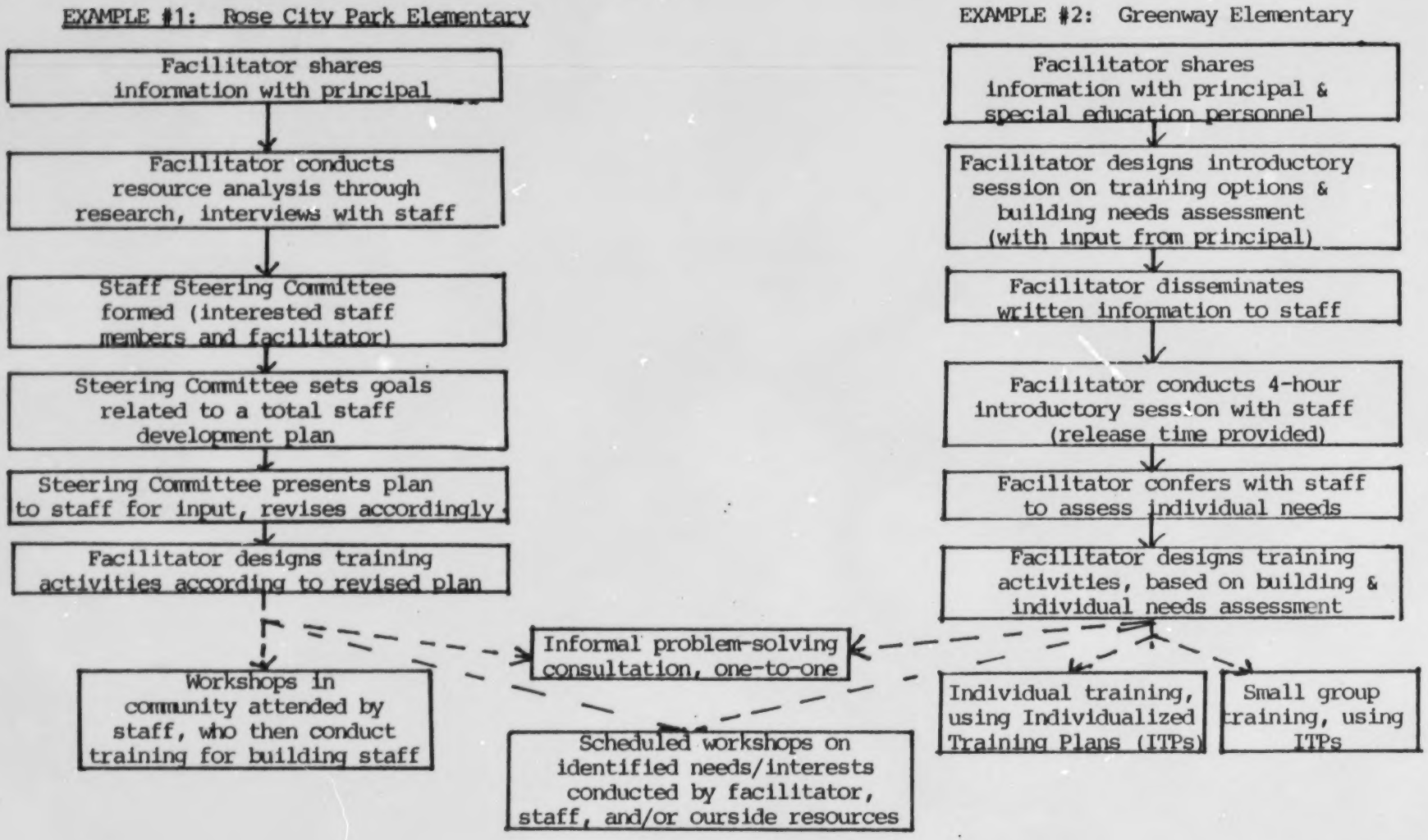
BUILDING-BASED TREK TRAINING

IMPLEMENTATION	
ACTIVITIES	METHODS/VARIATIONS
(Any or all of the following may occur)	
Group training activities:	
a. formal training sessions/ workshops May include: lecture, discussion, readings, learning centers, role plays, simulations, skill exercises, guest speaker(s), field trips.	Content and activities pre-determined by principal or facilitator, or designed with participant involvement prior to/ during the workshop; facilitator—independently or in conjunction with other TREK facilitator(s) or district/building personnel—presents information.
b. small group meetings for one or more purposes: -training re: specific topics/ techniques -problem-solving and resource sharing	See above. May utilize group Individualized Training Plan (ITP). Facilitator teaches and models skills; facilitator observes and facilitates group process; facilitator as consultant, providing clarification/information. (These may be pre-existing building groups, such as Building Screening Committees or Resource Center staff, or, may be created to address common interests/needs. May meet regularly, for a limited time, or intermittently).
-task force to accomplish a specific task or set of tasks within a fixed timeline	Facilitator convenes and/or facilitates the group; facilitator provides technical assistance, as needed.
Individual training activities:	
a. formal training/consultation on a one-to-one basis with objectives, activities, and criteria specified in Individualized Training Plans (ITPs).	Facilitator-directed or open-ended scope and content; ITP written by facilitator, trainee, or both. (See next chapter for additional information about ITPs.)
b. informal consultation/technical assistance on a one-to-one basis NOTE: Informal requests often lead to participation in other training activities.	Informal requests to facilitator in writing, by phone, or in person. May include requests for information/materials, advice or input, classroom observation to collect behavioral data, clarification about policies/procedures, need for recognition/support.

BUILDING-BASED TREK TRAINING

IMPLEMENTATION	
ACTIVITIES	METHODS/VARIATIONS
<u>Follow-up contact with training participants</u>: Focus is upon maintaining ongoing communication between facilitator and participants, and ensuring that training is appropriate to staff needs. This includes: -reinforcing participant progress through feedback and support -assisting with problem-solving -providing additional information -identifying additional resources -planning subsequent training activities/technical assistance	Conferences; observation; memos and written information. Range from highly structured (e.g., scheduled at fixed intervals) to informal. May be initiated by facilitator or participant.

Figure 3
EXAMPLES OF BUILDING-BASED
TREK TRAINING


EXAMPLE #1: Rose City Park Elementary
Facilitator shares information with principal
Facilitator conducts resource analysis through research, interviews with staff
Staff Steering Committee formed (interested staff members and facilitator)
Steering Committee sets goals related to a total staff development plan
Steering Committee presents plan to staff for input, revises accordingly
Facilitator designs training activities according to revised plan
Workshops in community attended by staff, who then conduct training for building staff
EXAMPLE #2: Greenway Elementary
Facilitator shares information with principal & special education personnel
Facilitator designs introductory session on training options & building needs assessment (with input from principal)
Facilitator disseminates written information to staff
Facilitator conducts 4-hour introductory session with staff (release time provided)
Facilitator confers with staff to assess individual needs
Facilitator designs training activities, based on building & individual needs assessment
Individual training, using Individualized Training Plans (ITPs)
Small group training, using ITPs
Informal problem-solving consultation, one-to-one
Scheduled workshops on identified needs/interests conducted by facilitator, staff, and/or ourside resources

DISTRICT-WIDE TREK TRAINING

PLANNING	
ACTIVITIES	METHODS/VARIATIONS
Plan with Special Education Director and/or designated district administrator(s): -identify target groups -identify major needs -consider activity options -clarify facilitator role in district activities	
Introduction to target district personnel: -introduction of Project, facilitator -assessment of needs and interests -information gathering re: available resources	Facilitator introduced at district meeting(s) and briefly describes Project and role; individual/small group introductions by Special Education Director or other district administrators; meetings with individual district personnel/district groups; letters/memos sent to district personnel about facilitator; facilitator conducts formal/informal needs assessment survey and survey of existing resources (with or without assistance from district personnel)
Design of training/consultation activities, based upon preceeding activities and information. Includes: -identification of participants (group/individual) -establishing goals and objectives -outlining training activities, topics -scheduling training events	Pre-determined by Special Education Director or district administrator(s); determined by existing district groups (e.g., staff development team, curriculum supervisors); facilitator organizes district-wide groups based on individual interests and concerns; facilitator and district personnel determine activities on an individual basis.
Preparation of training materials, coordination of resources, necessary arrangements for equipment and facilities.	Facilitator collects relevant information and training materials; facilitator develops/adapts materials independently or with Project staff and/or district personnel; training materials produced by facilitator, Project secretary, or district staff; facilitator or district representative arrange for meeting space, equipment, etc.

DISTRICT-WIDE TREK TRAINING

IMPLEMENTATION	
ACTIVITIES	METHODS/VARIATIONS
(Any or all of the following may occur)	
Group training activities:	
a. formal training sessions/ workshops May include: lecture, discussion, readings, learning centers, role plays, simulations, skill exercises, guest speaker(s), field trips.	(Content and activities predetermined by Special Ed. Director, other district administrator, facilitator, or designed with participant involvement prior to/ during the workshop.) Facilitator presents information; facilitator teams with other TREK facilitator(s) or district/building personnel to present information.
b. Small group meetings for one or more purposes: -training re: specific topic(s)/techniques -problem-solving -information-sharing and support -planning/shared decision-making	See above. May utilize group ITP. Facilitator teaches and models skills; facilitator convenes the group; facilitator observes and facilitates group process; facilitator as consultant provides clarification and information. (These may be pre-existing district groups; e.g., Staff Development Committee or school principals group, or may be formed on the basis of common interest/needs. May meet regularly, for a limited time, or intermittently.)
-task force organized to accomplish a specific task or set of tasks within a fixed timeline	Facilitator convenes/facilitates the group ; facilitator provides thechnical assistance, as needed.
Individual training activities:	
a. informal consultation/ technical assistance on a one-to-one basis NOTE: Informal requests often lead to participation in other training activities.	Informal requests to facilitator in writing, by phone, or in person. May include requests for information/materials, advice or input, assistance with staff development plans, clarification about policies/procedures, need for recognition/support.
Follow-up contact with training participants	Same as those described for building-based training.

DISTRICT EXAMPLE:
Planning and Implementation of District-Wide Activities in North Clackamas School District

North Clackamas is the only participating district with two full-time TREK facilitators. Both are fully funded by North Clackamas School District. They operate as a team, sharing resources and responsibilities. Their immediate supervisor is the Assistant Director of Student Services, Ms. Barbara Bengel.

In addition to services to target schools, the TREK facilitators are involved in district-wide activities. These activities evolved from training events, the ideas and interest they generated, and follow-up activities which resulted.

Prior to the beginning of the '79-'80 school year, the Assistant Director of Special Education expressed an interest in establishing support groups and other vehicles for sharing resources and skills among Student Services personnel. With her input, the TREK facilitators designed an 8-hour workshop for this group. A major focus of this workshop was needs assessment and goal-setting. Workshop participants identified four topics which they were interested in pursuing: 1) Inservice Training Needs, 2) Coordination of Services and Resources, 3) The School as an Organization, and 4) District Communications.

Following the workshop the facilitators organized and subsequently convened district interest groups. Group membership was voluntary and consisted of matching interested personnel with one or more of the topics identified. Gathering resources and information relative to interest group activities also gave the facilitators an opportunity to broaden their involvement and interaction with district personnel.

As a result of these contacts, many unanticipated, beneficial outcomes were generated. Requests have been made for facilitators to consult with teams and individuals and to assist with group training activities. There have been additional requests for workshops through the district's Professional Development Center. The facilitators have also been invited to participate in district committees involving both general and special education personnel.

CHAPTER FOUR

TREK TRAINING: CONTENT

The original grant proposal for Project TREK identified seven modules to be developed as the basis for training curriculum. Prior to designing training modules, Project staff made a commitment to develop curriculum which would be responsive to teachers' needs. To meet this commitment, in the Fall of 1977 Project TREK surveyed regular classroom teachers, principals, support personnel, and paraprofessionals in the target area. Based upon survey results, it was decided that training curriculum would focus upon the following major content areas: Awareness, Influencing Behavior, Educational Decision-Making, and Program Development and Management. (See Appendix F, for a copy of this survey and its results.)

The Awareness Module provides an overview of The Education of All Handicapped Act of 1975 (PL 94-142), attitudes regarding handicapped individuals, communication skills, principles of change agentry, and accommodative instructional practices. The Influencing Behavior Module examines principles of behavior management and their use. The Educational Decision-Making Module examines processes and procedures for implementing PL 94-142, using the policies and forms of individual districts as training material. The Program Development and Management Module provides more comprehensive information about the concepts of accommodative instructional practices and their practical application in the school setting. Major topics within each of these four content areas are outlined in Table 1 on the proceeding page. A detailed description of each module, with corresponding teacher skills and competencies, is found in Appendix G, pages 1 and 4.

First year training activities in target schools involved a uniform presentation of the Awareness Module, followed by the Influencing Behavior Module. Feedback from participants regarding training was mixed; whereas some teachers felt their needs were adequately met, others reported that they felt frustrated by the lack of consideration for knowledge and skills they had acquired elsewhere.

As the Project moved into its second year, efforts were made to design training activities which would better accommodate the individual differences of participants. One means of accomplishing this was to modify the way in which existing modules were used. Instead of rigidly adhering to each module's fixed scope and sequence, facilitators began to supplement, delete, or modify the information, as appropriate, to address the skills and experiences of training participants and complement facilitator styles. This also enabled facilitators to incorporate into training activities a variety of materials and expertise (e.g., teams and specialists within the district, other facilitators, new technology and information from the

Table 1. STANDARD TRAINING CONTENT (TOPICS)

AWARENESS

A. Public Law 94-142
   1. Overview
      a. Responsibilities/requirements
      b. Intent
      c. Related legislation (Section 504, PL 93-112, etc.)
   2. Terminology
      a. Free appropriate public education
      b. least restrictive environment
      c. Related services
   3. IEP components
   4. Parental rights
   5. Due process
   6. Mainstreaming
B. Attitudes
   1. Self-fulfilling prophecy
   2. Labelling
   3. Relevant information about handicapping conditions
C. Overview: Communication Skills
   1. Attentive listening
   2. Appropriate responses
D. Overview: Change Agentry
   1. Levels of awareness
   2. Problem clarification
   3. Problem solving strategies
E. Overview: Instructional Practices
   1. Accommodating individual differences
   2. Managing an accommodative classroom

INFLUENCING BEHAVIOR

A. Change tactics/Problem solving models

B. Observing and recording behavior

C. Consequences of behavior
   1. Reinforcing consequences
      a. Types of reinforcement
      b. Identifying and using reinforcers
      c. Creating reinforcers
      d. Schedules of reinforcement
   2. Punishing consequences
      a. Types of punishing consequences
      b. Effects of punishment

D. Applying principles of behavior
   1. Analysis of problem(s)
   2. Design of relevant programs/strategies

EDUCATIONAL DECISION MAKING

A. Identification and screening
   1. Screening devices
      a. tests
      b. behavior observation
   2. Procedures for making referrals
   3. Staffing procedures
B. Diagnosis and assessment
   1. Testing instruments
      a. Norm-referenced
      b. Criterion-referenced
      c. Teacher-made
   2. Interpreting test results
   3. Non-discriminatory testing considerations
C. Programming and Placement
   1. Participation and communication
      a. Educational personnel
      b. Involvement of parent(s)/guardian(s)
   2. IEPS
      a. IEP conferences
      b. Writing the IEP
      c. Implementing the IEP
      d. Reviewing/modifying the IEP (monitoring effectiveness)
D. Shared decision-making/group process
   1. Team building
   2. Team operation
   3. Designing communication systems within the educational setting

PROGRAM DEVELOPMENT/MANAGEMENT

A. Assessing accommodation
   1. Style
   2. Rate
   3. Environment
   4. Content
B. Curriculum modification
   1. Concept analysis
      a. Specifying concepts
      b. Analyzing concepts
      c. Testing concepts
   2. Task analysis
      a. Identifying tasks
      b. Sequencing tasks
      c. Correcting tasks
      d. Correlating tasks
C. Instructional models
   1. Examples of instructional models
   2. Analysis of instructional models to meet learner needs
   3. Practical application of selected models; organization and management of resources

field at large). In essence, the facilitators were creating and adapting training curriculum for each training event.

The increased flexibility in content options resulted in the formulation of Individualized Training Plans (ITPs) for participants--modeled on the Individualized Education Plans (IEPs) required for handicapped learners. Although the actual form may differ among districts, eact ITP has several standard components. These include the following: goal statements, evaluation criteria, steps for goal attainment (short term objectives), and target dates. (See Appendix H, pages 1 through 3, for a sample ITP form and directions for completion.)

The ITP allows TREK facilitators to design training activities which meet the needs of a total staff while recognizing individual interests and aptitudes. Most frequently, ITPs are utilized in training on a one-to-one basis. However, they may also be used with small group training experiences. The following page lists some examples of ITP projects developed by TREK participants.

Project staff recognize the value of providing accommodative instructional experiences for adult learners. Through flexibility in content as well as approach to training, TREK has been able to increase its responsiveness to the needs of participants, while modeling the benefits of accommodating individual differences.

TABLE 2. SAMPLE ITP PROJECTS

BEHAVIOR MANAGEMENT

1. Developing a school-wide advocacy program to deal with disruptive students.
2. Implementing contracting with a student.
3. Applying behavior management techniques to solve behavior problems on school buses.
4. Implementing academic/social behavior incentive projects.
5. Conducting group sessions with secondary students to set goals for appropriate behaviors.
6. Establishing a behavior contingency system for 5th and 6th grade music students.

CLASSROOM MANAGMENT

1.Classroom application of Assertive Discipline model.
2. Developing a diagnostic reading program with monitoring and record-keeping system (by Title I reading teachers).
3. Designing methods for evaluating music programs.
4. Establishing a filing system of supplementary math activities correlated to specific math skills.

AWARENESS OF HANDICAPPING CONDITIONS

1. Sign language taught to Home Economics students, who then tutored hearing impaired students.
2. Designing simulation games for 4th grade students.
3. Designing a unit to promote awareness of handicapping conditions using simulation techniques with a 6th grade.
4. Developing and implementing an adaptive physical education program for primary students.

REMEDIATION OF SPECIAL LEARNING PROBLEMS

1. Implementing a precision teaching program for low math group.
2. Applying precision teaching techniques to increase oral reading rates.
3. Using accommodative instructional practices to set up a high school biology program for LD, EMR, TMR and extreme learning problem students.
4. Developing and implementing an adaptive physical education program for primary students.

MODIFYING CURRICULUM

1. Developing programmed cassettes for teaching the cardio-vascular system.
2. Adapting drama activities to accomodate Title I students.
3. Developing learning center language games for low students.

MODIFYING CURRICULUM (cont.)

4. Designing a 7th grade social studies program individualized in learning centers
5. Developing multi-sensory learning centers correlated to 10 math objectives.

MISCELLANEOUS

1. Preparing a list of library books by grade level, as well as subject.
2. Using videotape recorder to provide feedback to physical education teacher and students.
3. Designing a motivational project to promote reading library books.
4. Developing a "Challenge Program" for gifted students.
5. Facilitator models a variety of instructional techniques (lecture, small groups, learning centers, one-to-one), which are analyzed based on adaptation to learner differences (style, rate, environment, content).
6. Designing accessible classrooms for physically handicapped students.
7. Developing an individualized media skills program using motivation through reinforcement.
8. Organizing a centralized reading file for the entire school.
9. Developing learning centers for teaching/reinforcing 8 library skills.

CHAPTER FIVE

EVALUATION

Evaluation of Project TREK has focused upon design, outcomes, and management components of the Project. Objectives for each of these components were specified in the original proposal and have been modified and/or expanded each year on the basis of results to date. (For a list of Project objectives, refer to Appendix I, pages 1 and 2 .)

Two of these components, design and outcomes, will be discussed in detail. This is not intended to underemphasize the importance of evaluating management. However, because management design and evaluation are largely determined by requirements of the funding agency and/or participating entities, particulars regarding Project TREK may not be relevant for others considering adapting the TREK model.

DESIGN

Evaluation of the training design and how it is implemented must be on-going in order to ensure that (1) the project is accomplishing what it set out to do, and (2) appropriate modifications are made, as necessary, to improve project operations and services.

Figure 4 on the following page presents the data collection plan for evaluating the design and implementation of TREK training.* The six evaluation questions (listed horizontally) correspond to design variables examined by the Project. These include the following: (1) characteristics of training participants (number and type of personnel involved), (2) degree of participant satisfaction with training, (3) extent of follow-up contacts/observations, (4) problems encountered during training (type and frequency), (5) nature of design deviations (both planned and unplanned) and (6) amount of staff time required to plan and conduct training events.

Along the left side of this table there is a list of eight measurement tools used by Project TREK to collect data regarding these variables. The following measurement tools are included: (A) workshop rosters and agendas, (B) group session/ workshop evaluations (e.g., the McCallon Workshop Evaluation Scale, TREK planning session evaluation form, and feedback from process observers), (C) contact records and conference/ meeting summaries, (D) Individualized Training Plans, (E) facilitators' log codes (which record time spent on major Project activities on a daily basis), (F) facilitators' district/ building reports, (6) facilitators' monthly anecdotal summaries, and (H) follow-up questionnaires and interviews with participants (interim and end of year). Examples of these measurement tools are provided in Appendix J.

*This matrix was designed by the Evaluation Training Consortium, Western Michigan University, Kalamazoo, Michigan.

Figure 4: DATA COLLECTION PLAN

Training Design/Implementation

G=Group training I=Individual training Measurement Tools:	Evaluation Questions: 1 Characteristics of training participants	2 Degree of participant satisfaction	3 Extent of follow-up contacts, observations	4 Problems encountered during training	5 Nature of design deviations (planned and unplanned)	6 Amount of staff time required to plan and conduct training
(A) Workshop rosters and agendas	G		G		G	
(B) Group session/workshop evaluations		G		G	G	
(C) Contact records, conference/meeting summaries	G, I		I	G, I	G, I	
(D) Individualized Training Plans	I		I	I		
(E) Facilitators' Log Codes						G, I
(F) Facilitators' district/building reports	G, I		I	G, I		
(G) Facilitators' Monthly anecdotal summaries				G, I	G, I	
(H) Follow-up questionnaires, interviews with participants	G, I	G, I	I	G, I	G, I	

Sample forms developed by Project TREK and directions for their use are also included in this appendix.

These measurement tools may provide data about group and/or individual training activities. For example, workshop rosters and agendas pertain only to group activities. Follow-up questionnaires and interviews address participants who receive individual training, as well as those involved in group training. In Fig 4 the letters 'G' and 'I' are used to designate data elements which pertain to group and individual training, respectively.

OUTCOMES

The purpose of collecting data regarding outcomes is to ascertain the extent to which TREK training has resulted in changes in participants' knowledge, skills, and attitudes relevant to training objectives. Due to the variety of training processes and content options used by Project TREK, it is obvious that no one set of criteria can be applied to all training participants. Instead, each participant or group of participants must be evaluated on the basis of objectives specified for those training activities in which they participate--workshops, small group sessions, individual consultation, or combinations thereof.

Time is a crucial element in evaluating outcomes. Evaluation procedures must involve continuous collection and analysis of data about participants' learning and growth, with provision of on-going feedback to participants and Project staff. Because training attempts to effect long-term as well as immediate changes, it is also essential to measure the application of new knowledge and skills in the educational setting.

Figure 5 on the proceding page shows the Project TREK data collection plan for evaluating training outcomes. The six evaluation questions (listed horizontally) include the following: (1) extent to which participants' knowledge about PL 94-142 has increased, (2) extent to which participants have gained skills in accommodative instruction, (3) extent to which participants have increased awareness of district resources, (4) degree of attitude changes regarding mainstreaming and handicapped individuals, (5) extent to which participants have increased group process and communication skills, and (6) amount of change in occurrence and handling of school discipline problems.

Each participant or group of participants is evaluated only on those variables (i.e., evaluation questions) relevant to the scope and content of training which has occurred or may occur. For example, evaluation of group process and communication skills would involve only participants who receive training in these skills, (except when used for assessing the needs of potential participants).

DATA COLLECTION PLAN

Training Outcomes

Measurement Tools:	Evaluation Questions 1 Participants' knowledge re: PL 94-142, increased?	2 Participants gained skills in accommodative instruction?	3 Increased awareness of district resources?	4 Attitude changes re: mainstreaming and handicapped?	5 Participants increased use of group process and communication skills?	6 Change in number of discipline problems?
(A) Observation		X			X	
(B) Pre-Post Tests	X	X	X			
(C) Individualized Training Plans (ITPs)	X	X	X		X	X
(D) Attitude Survey				X		
(E) Follow-up questionnaires, interviews with participants (interim and end-of-year)	X	X	X	X	X	X

Evaluation Question #4 regarding attitude changes is the only outcome which is evaluated for all participants in TREK training. The purpose of this is to test an assumption made by Project TREK (and several other inservice projects): that providing participants with information and experiences relative to working with handicapped students will result in more positive attitudes toward mainstreaming and handicapped persons in general.

Five major techniques are currently used for measuring training outcomes. These include (A) observation (in the classroom or other educational setting), (B) pre- and post-tests (which correspond to specific content areas), (C) Individualized Training Plans (ITPs), (D) an attitude survey developed by Project TREK, and (E) follow-up questionnaires and interviews with participants (interim and end of year). A copy of the TREK attitude survey is provided in Appendix J.

Not all of these techniques have been or will be employed for every participant. Techniques are selected and utilized on the basis of their appropriateness to specific training objectives and activities.

It should be noted that the measurement techniques listed do not necessarily place the TREK facilitator in the role of evaluating participants. Many of these techniques may involve self-evaluation and/or peer evaluation. For example, observation may be done by a facilitator, another training participant, or other school district personnel. On the other hand, review of ITP objectives and criteria involves both participant and facilitator; this activity thus provides a learning opportunity as well as useful evaluation data.

Because Project TREK training activities may occur on an individual or group basis, this allows the Project to compare results obtained from each of these methods. During the first two years of Project TREK such comparisons could not be made from available data and/or evaluation procedures. However, data from the current year will be analyzed to determine whether or not there are differences in skills, knowledge, and attitude changes between participants in group activities and those who received individual training/consultation. This will be accomplished by contrasting outcomes of group versus individual training activities for each evaluation question. Results obtained may have important implications for future inservice training programs.

These results and other evaluation data will be presented in the Project TREK Final Report, to be completed in June, 1980. Interested parties may obtain this information by contacting the Bureau of Education for the Handicapped, Division of Personnel Preparation.

CHAPTER SIX

ISSUES OF IMPLEMENTING INSERVICE TRAINING:

The enactment of PL 94-142 and other federal legislation regarding handicapped students has resulted in the implementation of demonstration projects such as Project TREK to train regular educators regarding programming for handicapped students. The major issues and concerns identified by the TREK experience may be viewed as potential learning opportunities. In some cases Project experiences have generated insights about the design, implementation and management of inservice training for regular educators. These issues and insights are presented in the hopes that they may be useful for others interested in designing inservice training programs.

MANAGEMENT ISSUES

When the inservice training program is a cooperative endeavor involving more than one educational agency, several complex management issues must be addressed at the onset. Lines of authority and communication must be clearly defined. Policies and procedures must be specified for conducting activities involving personnel and resources from multiple districts.

The Project TREK Consortium Council was created as a multi-district, supervisory body to provide guidance concerning Project operations. Currently, the Project TREK Consortium Council is re-examining its composition and questioning the advisability of maintaining representation exclusively from special education. The consensus is that the Council--and the Project as a whole--would benefit from increased involvement of general education administrators. This would facilitate cooperative efforts among general and regular education personnel in planning and providing services to achieve common purposes. This may also extend into other areas of common concern,, beyond inservice training.

Unlike projects in which all personnel are hired and supervised by one agency or institution, when multiple entities are involved there is a tendency to have multiple "supervisors". It is vital to begin the project with a clear determination of who has authority over which decisions/activities and how this will be coordinated.

Because TREK facilitators are each assigned to a home district (and considered district employees), there are occasions when district and Project demands/priorities may conflict. For example, in teaming with another facilitator for a workshop outside of the home district, a facilitator may encounter resistance from building or district personnel who feel that his/her primary obligation is to provide services within the home district. The Project requires reports and other documentation from staff in accordance with guidelines specified in the proposal, yet a different system of accountability may be required by district

authorities. If the manner in which inservice training is provided and documented is primarily controlled by each district independently, then the Project Coordinator and/or Consortium Council may have difficulty coordinating cross-district efforts and ensuring that Project objectives and contractual obligations are met.

During the Project TREK experience these issues have not been fully resolved. There have been instances when facilitators have received conflicting directions from building, district, and Project personnel--resulting in confusion/frustration regarding which takes precedence. There have been scheduled staff activities, (e.g., training events, presentations, group planning and work sessions) with only limited staff participation; facilitators who did not participate were advised (or decided themselves) that obligations to their target school took priority. Other areas in which conflicts have arisen include the following: when to use Project versus district resources (e.g., supplies, equipment, clerical help); scheduling and reporting work hours and absences (including sick leave and compensatory time); completion of progress reports and documentation; and conducting TREK training and dissemination activities for educational agencies outside the target area.

Resolution of these issues requires early recognition of potential conflicts and agreement at the onset of how and by whom key decisions will be made. Resulting policies and procedures should be specified in writing and communicated to all involved personnel.

DESIGN ISSUES

Mandatory Versus Voluntary Participation

Currently, some TREK target schools require faculty to participate in scheduled training events sponsored by the Project, whereas others do not. (Refer to School Profile Summary in Appendix A.) For a time the decision as to whether participation in TREK training should be voluntary or mandatory was seen as a critical issue of training. The issue exemplifies a TREK platitude: "Problems cause solutions, which cause problems". This section will examine mandatory versus voluntary participation from a perspective of "problems" and "solutions".

Initially participation in TREK training was mandatory for certified personnel in each target school. Early TREK training sessions (described in Chapters Two and Four) involved a rigid format presented by an outside consultant. Dissatisfaction, anger, and hostility resulted in many instances--often directed at the TREK facilitators. This anger triggered a blaming response among facilitators; angry participants were labeled troublemakers, with "an attitude problem". Mandatory participation was seen as the cause for the anger which training generated.*

*An exception to this interpretation was made by facilitators working in schools where mandatory training activities occurred during scheduled release time.

Some schools "solved" this problem by making training available on a voluntary basis. Voluntary participation certainly seemed to have advantages. Voluntary participants were seen as people who were motivated and committed to their own growth, with a positive attitude toward changes precipitated by PL 94-142. Thus, the problem of angry participants (with whom the facilitators were not trained to deal), was solved by providing training to "IDEAL" participants. The content and format for training could remain the same.

Voluntary participation was instituted in certain schools, with varying degrees of success. True, participants were more receptive to training. However, other problems ensued as a result of this "solution". The size of the primary target group (regular educators) diminished considerably, lessening Project impact in some districts. Facilitators realized that persons willing to accept training as it had been designed were not always those who might be identified as needing training the most. TREK had created a training situation analogous to that of a tradition school system, as shown below.

	PROBLEM	SOLUTION	PROBLEM
TREK	Mandatory training results in dissatisfaction and anger.	Voluntary training for "IDEAL" teachers	Limited participation; training not reaching intended target/audiences.
Traditional School	PL 94-142 mandates free, appropriate education for all handicapped kids.	Teach to "IDEAL learner, i.e., motivated students who learn from standard curriculum.	Increase in failures due to lack of accommodation of individual differences.

TREK staff began to realize that the question of mandatory versus voluntary participation was <u>not</u> the primary issue for successful training. In order for training to be worthwhile, the format needed to change to accommodate individual differences among participants.

The issue of mandatory versus voluntary participation is no longer of prime concern to Project personnel. Those issues which have been identified as crucial to successful training include: early involvement of participants in training design, individualized training based upon interest and aptitude, administrative support, and incentive provisions for participation. When these issues are addressed during the early stages of designing the training program, the likelihood of success is greatly increased.

Incentives for Training Participants

Deciding what, if any, extrinsic incentives should be offered to promote participation in training activities is an issue confronting all inservice programs. Opinions range from the belief that as many incentives as possible should be available,

to the viewpoint that motivation should be intrinsic, i.e., recognition of inherent benefits to the participant should be sufficient incentive. Whereas the latter represents an ideal, it implies awareness and agreement on the part of potential participants that inservice training will indeed enhance their professional development.

The Project TREK design specified provision of incentives, primarily in the form of release time, purchase of substitute time, and graduate credit. Within a limited dollar amount, selection and distribution of incentives has been determined by the facilitator and participants involved. (This may also be determined, in part, by pre-established requirements. In some districts when or how inservice training will occur has been negotiated and specified in employee contracts.)

Results to date reveal that not all participants have elected available incentives. Many have chosen to participate in individual and/or group training activities after hours without reimbursement or credit provisions. Among those who have utilized various incentives, those options preferred are release time during school hours and graduate credit (which appears to be more attractive to younger or less-experienced teachers). The appeal of paid substitute time seems to vary widely among participants. Other incentives which have met with varying degrees of success include commendations from administrators/colleagues and public recognition through news articles and presentations.

Whether or not incentives have been utilized, and to what extent, may have an impact upon participant involvement in training activities. Is there a direct relationship between amount of time spent and/or quality of work accomplished during training and incentives provided? Because training activities are still in progress, Project TREK does not have sufficient data to answer this question. However, when Project data are compiled at the end of the '79-'80 school year, results will be analyzed to see if there is any significant difference in outcomes as a function of incentives provided.

PHILOSOPHICAL ISSUES

Over the three years of TREK development and experience two philosophical approaches have emerged: "Solving Problems" and "Networking". Initially, Project TREK conceptualized training as a process of solving problems confronted by educators as they tried to interpret and implement the requirements of PL 94-142. This training approach constituted designing a set of activities prescribed to solve these problems. Designing and conducting these training activities were the responsiblities of the trainers, i.e., the Project TREK staff.

Somewhat later in the Project, another view of training emerged. Exposure to systems theory--which defines a school as a social system of learning resources and a web of physical,

social, and emotional relationships--caused some TREK staff to view the very nature and purpose of training differently. Rather than a series of skill-building activities, training was seen as a series of complex processes involving identification and integration of all learning resources within the school system (network).

These two approaches to training have coexisted within the TREK model. The interaction between the two has been the ebb and flow of Project TREK. These approaches to training are contrasted in the following charts according to their language and value systems, perspective toward change, and how these relate to training models. This information is then analyzed according to its implications for inservice training.

	SOLVING PROBLEMS	NETWORKING
LANGUAGE AND VALUES	(focus upon differences between past causes and current events)	(focus upon reciprocal relationships between people and events "You can check out, but you can never leave.")
	Needs Assessment - based upon recognition or admission of past deficits	Needs Assessment - process of recognizing similarities and differences and how one attaches personal meaning to reality
	Goals - statements of future events	Goals - statements which reflect individual developmental interests
	Solutions - intended to remove past deficits by changing people into ideas	Solutions - people have the capacity for solving their own problems through existing skills, abilities, and resources in the social system. "You already know everything there is to know in order to solve your problems."
	Evaluation - critical analysis to assess fidelity to goals, static, after the fact	Evaluation - on-going process with continuous feedback, provisions for measuring both planned and unplanned outcomes
		Resource-sharing - creating effective links between people and learning resources available. Essential for people to satisfy their developmental interests.
		Collaborative planning - a family of equals with a common purpose.
PERSPECTIVE TOWARD CHANGE	Change as "linear through time"--a series of planned, measurable events accomplished by fixed deadlines.	Change marked by a series of behaviors, rather than passage of time.
	Change as a process of adopting outside technology.	Change as a process of adaption rather than adoption, occurring more often from the efforts of "insiders" than "outsiders".
	Change as narrow in scope--individualistic in nature, rather than related to organizational structures.	Change as creating a "ripple effect". When one part of the network changes it impacts neighboring parts.
	The controlling variable for change is acquisition of new knowledge of skills.	Change is unpredictable, resulting in serendipitous outcomes which are valuable learning opportunities, clues for the next step, and possibly suitable solutions.

	SOLVING PROBLEMS	NETWORKING
TRAINING MODEL COMPONENTS	A training model with four major components: 1. Needs assessment intended to determine the needs of others relative to current problems, 2. A series of pre-designed steps for eliminating or reducing needs (e.g., packaged training guides or modules), 3. evaluation used to determine the extent to which past needs have been met or diminished, and 4. retraining as a means of recycling people who have failed the evaluation.	A training model comprised of multiple components which create a dynamic model with "insiders" looking outward. Components include: 1. strategies for reinforcing participants saying "This is mine", 2. a collaborative planning process, 3. effective techniques for identifying, storing, and retrieving learning resources, 4. immediate feedback processes for people relative to the next steps they will take when satisfying their developmental interests, 5. effective processes for linking people with learning resources, 6. ways for measuring both planned and serendipitous outcomes, 7. ways to maximize use of the existing network among participants, and, 8. ways for structuring the interaction between outsiders and insiders through the use of temporary task forces.
CHARACTERISTICS OF TRAINERS	Trainer is a competent presenter of knowledge and outside technology. Trainer is an "outsider" looking into the group. Necessary skills: -salesmanship, i.e., the ability to establish rapport and credibility in order to insure acceptance of new technology by the target population -highly skilled in packaging and delivering information to the target population.	"Trainer" is inappropriate; preferred term would be "facilitator" or "change agent". Facilitator is directly linked to "insiders" through triadic relationships (an interrelationship of three parties: the facilitator, the "insider" within the system, and the indirect recipient of change, e.g., the student). Necessary skills: -effective management of triadic relationships (promoting self-actualization; listening and reflecting feelings, attitudes, and actions of participants; modeling personal skills and resources) -identification and linking of resources -facilitation of individual and group decision-making

The approach called "solving problems" consists of responses made by "outsiders" looking into the group. The group is perceived as wanting to change; change becomes a process of insiders adopting knowledge from the outside. The "outsiders" (project staff) ask the "insiders" (target population) to state their needs. The "outsiders" then design ways of satisfying or diminishing the state of need through training modules, guides and skill hierarchies. Finally, the "outsiders" evaluate the degree to which the insiders have adopted the knowledge.

In training projects which emphasize solving problems trainers assign high priority to developing curriculum that resemble sophisticated lesson plans. Another priority is a finished, highly polished, transportable product. This approach results in projects that, inadvertently, focus on the remediation of deficits. (In the case of Project TREK those persons with problems or deficits are regular classroom teachers.)

Considering the issues discussed previously projects based solely on solving problems have little chance of success. This is so because the strategies for creating change are so limited that training cannot make a significant impact. In addition, the "outsider" perception of the trainer results in participants rejecting the model; participants view the model as another series of outside solutions unrelated to their real world.

Another reason for limited success is that the knowledge provided has a low level of utility for coping with change. Training projects require people and systems to change. Sometimes change produces unexpected planned outcomes, yet the perspective of solving problems considers unexpected outcomes as more problems. Problems are solved, only to notice more problems; those are solved, only to notice still more problems. The potential effects are feelings of helplessness, isolation and futility for both training staff and participants.

The networking approach, on the other hand, offers several encouraging possiblities and implications for inservice training, (although not necessarily tested through TREK experiences). Some of these are outlined below:

Collaborative planning

Collaborative planning requires that participants have a high degeee of input regarding training content and processes for delivery. For example, if a target school is the training focus, the formation of a staff planning committee might be the first step. A number of TREK sites have utilized planning committees and found them to be particularly effective in establishing building support and "ownership" for what and how training occurs.

Involvement and interface with other components of the educational network

When inservice training programs are collaboratively designed, implemented and managed with input from several

departments (e.g., curriculum, special education, personnel, career education) this helps to eliminate duplication of efforts and enlist a broad base of support among those who will be affected by training. Because such practices are often lauded but seldom implemented effectively, the training design should include providing assistance to key people within the network to facilitate collaborative efforts. One method of accomplishing this is to offer training experiences which are jointly delivered with key staff members and are part of the workday--in other words, on-the-job training. For example, prior to conducting workshops to improve classroom instructional practices, part of the preparatory work might be seeing that key people receive training in the design and implementation of adult learning experiences.

In the TREK experience several facilitators have been consultants to principals, department chairmen and other key personnel. In addition, some training experiences have been jointly planned and delivered with key staff members. Results of these experiences are encouraging and suggest that further investigation and applications are warranted.

Maximum utilization of existing resources

Training requires more than management of activities such as workshops, college courses and modules. Because training implies individual and organizational change, designing strategies to facilitate change should utilize all available learning resources within the system--principals, key staff people, professional groups, etc.

To accomplish this the trainer's role must be expanded to include more than skill training. Trainers must learn to develop and manage a highly sophisticated educational brokerage--i.e., a set of effective processes for identifying resources within a school system, for storing and retrieving them, and for linking them with personnel needs and interests.

TREK staff are an informal educational brokerage for themselves. As representatives from seven school districts the facilitators are able to share training resources and exchange their personal services. However, this role has evolved slowly and its full potential has never been thoroughly explored.

SUMMARY

The Project TREK Staff have just begun to understand the complexity and challenge of designing effective training for implementing the spirit of PL 94-142. Much of what staff feel should be avoided are characteristic of the approach referred to as "solving problems". More importantly, staff are experiencing reinforcement for successful application of effective techniques and methods. Many of these "dos" are characteristics of the networking approach. Consequently, it appears that theories of networking and their application to the educational setting are worthy of further examination and incorporation into designs for inservice training programs.

CHAPTER SEVEN

RECOMMENDATIONS

This chapter poses five recommendations for consideration by others who are currently involved--or may become involved--in conducting an inservice training program. These recommendations have been generated by the Project staff on the basis of what occurred (or failed to occur) during the TREK experience to date. Data to support these recommendations is not included since third year activities are still occurring. (These data will be summarized in the Project TREK Final Report, which will be completed in June, 1980.)

Establish a broad base of support for inservice training. For a successful inservice training program it is crucial to have administrative support on all levels, from the district central office to the building level. Among key personnel who should be involved from the onset are the district superintendent, directors/supervisors from general and special education and building principals.

Communication and collaboration should also involve other groups/departments within the school system, such as Curriculum personnel, Staff Development teams, and Career Education personnel. It is important that all areas which training will impact are informed and supportive of the intended outcomes. An excellent example of this is in the area of curriculum. Training classroom teachers to accommodate individual learners involves changes in instructional practices including design and modification of instructional materials. Yet, curriculum adaptations sometimes conflict with curriculum adopted by the school or district--which is particularly problemmatic when handicapped students are mainstreamed into regular classrooms. Involving curriculum representatives in planning and implementing training regarding curriculum analysis and modification will enhance the likelihood of positive impact and acceptance of changes which occur.

Effective training requires a long-term commitment to ensure adequate follow-up and continuity. This implies dollar commitment, which requires public awareness and support. Three potential sources of support are the school board, the PTA, and the teachers' union. By providing information and data to demonstrate a direct relationship between the inservice training program and improved educational services for all students, these groups can be powerful advocates.

Maintaining communication with representatives from these groups can provide on-going support for inservice training efforts, as well as encouragement and reinforcement for changes as they occur. For example, a principal who observes a teacher utilizing materials s/he has developed to accommodate a hearing impaired student may commend the teacher or encourage other teachers to examine the materials; such recognition increases the likelihood that the teacher will continue adapting curriculum for students with special needs.

Provide training and orientation to facilitators at the onset.

Training and orientation for inservice personnel should encompass project/program orientation, orientation to assigned district, and training in skills for providing effective inservice training.

Prior to initiating awareness or training activities to the target population, staff must be well-informed about the purpose and scope of the inservice training program. This includes long-and short-term goals, timelines for accomplishing major activities, and clearly defined roles and responsibilities of all program personnel. Staff should also be aware of obligations and restrictions stipulated by the funding agency, e.g., those related to design, evaluation, accountability, and expenditure of funds. Specific policies and procedures should be established in writing and reviewed with staff during orientation.

Equally important, facilitators should have an opportunity to familiarize themselves with characteristics of their home district and target school(s) as soon as possible. This should include a study of the district's organizational and decision-making structures, as well as available personnel, facilities, and material resources within the district.

Sufficient time should also be allowed for teaching essential skills relevant to the position of inservice training facilitator. Essential skills, such as effective consulting and facilitating change among groups and individuals, cannot be assumed. Requisite skills should be pinpointed and analyzed behaviorally so that opportunities are provided to practice and develop those skills in non-threatening situations (prior to initiating inservice training activities). It is also essential for facilitators to learn to work effectively as a team--planning, sharing information, participating in cooperative endeavors, and providing mutual reinforcement and support.

Comprehensive orientation and training for inservice personnel should extend beyond the 'start up' phase of the program. Some ways for fostering continued professional growth and development which Project TREK staff have found beneficial include the following: video-taping or observation of facilitators followed by constructive feedback, use of process observers, periodic self-assessment, having professional reference materials readily available, and opportunities to visit related programs and/or attend professional conferences.

Initiate inservice training activities at the building level, with plans for expansion of services district-wide.

Initiating training efforts in target schools enables facilitators to gain experience and familiarity with district needs and resources while enabling them to focus on one target group. This experience also provides an opportunity for the facilitator to "prove" himself or herself and to refine techniques and materials for inservice training. Provided that (1) training is well-received and sup-

ported by building personnel, and (2) outcomes are documented and communicated to district decision-makers, this will generate requests for training and consultation with other groups/individuals throughout the district.

By identifying district-wide inservice training as an ultimate goal, this may enhance support for the training program. It may also facilitate a "ripple effect", whereby the facilitator becomes a "trainer of trainers", i.e., providing technical assistance and support to other district personnel who will train others.

Establish a central clearinghouse of training resources for reference by staff members and other interested persons.

When the training content is as diverse as the needs and interests of participants, much staff time must be spent selecting, adapting, and creating appropriate materials and activities. To allow for maximum utilization of efforts, a clearinghouse of reference materials and resources should be established in a central location. This could include copies of all training materials used by facilitators, plus relevant publications from other inservice training projects and the field at large. It might also include bibliographies of materials available through district and public libraries, and the names of resource personnel within the target area listed by areas of expertise and special interest. Provisions should be made for updating this information on a regular basis, as new materials and resource personnel are identified.

Design short-and long-term evaluation strategies, with attention to diverse audiences.

Evaluation efforts of inservice training programs to date has received severe criticism nationwide--primarily on the basis of design (or lack of it). A good starting point in designing evaluation is to ask "Who needs to know?" and "What information do they need?" Among primary audiences to be considered are the providers of inservice training, the recipients of inservice training, and those who are funding the program.

Inservice training staff should have input into the evaluation design because what is measured, when, and how has a direct bearing on the services they provide. They need to know if training techniques and materials are effective and, if not, why? They need information regarding immediate outcomes as well as long-term effects, in order to reinforce strengths and remediate weaknesses of the training program.

Participants in training, as well as their colleagues and supervisors, need to know what, if any, gains in skills/knowledge/abilities may be attributed to the training program. They need to give and receive feedback about the effects of training and its responsiveness to their needs and interests. Such information

provided on an on-going basis, is extremely valuable in making decisions regarding present and future training events. For example, it is useful in identifying activities or materials requiring modification, recognizing highly successful workshops which might be repeated with another target group, or planning appropriate follow-up activities.

The funding source (or potential funding sources) need to know whether or not the program is achieving anticipated results. Is it cost-effective? Could the same results be accomplished with less money? Is it worth expending additional funds to maintain and/or expand the program? An important factor in providing necessary information to this audience is the funding cycle; too often, documentation of successful programs is available too late to be considered in budget appropriations for the near future.

CHAPTER EIGHT

GLOSSARY

ACCOMMODATION - Identifying individual needs of learners and adapting curriculum, materials and techniques to meet those needs.

APTITUDES - Signals given by the learner which indicate that the next step(s) toward goal selection is appropriate to him/her.

AWARENESS - One of the TREK modules dealing with PL 94-142 and its implications for teachers. It includes communications skills, refresher, and awareness of an attitudes towards handicapping conditions.

BEH - Bureau of Education for the Handicapped.

CONSULTATION - An interchange between two or more persons where learning occurs.

CONTENT - Learning content refers to curriculum and its organization: how concepts are presented; sequence, etc.

CROSS-DISTRICT - Teaming with representatives of neighboring districts where resources and professional skills are shared.

ENVIRONMENT - Physical arrangement of the learning situation (chairs, tables, learning centers, etc.).

EDM - Educational Decision Making - One of the TREK modules dealing with the referral process and diagnosis of learners. The end result should be appropriate placement of students in the least restrictive environment.

ESTABLISHING RAPPORT - Setting the conditions for interpersonal relationships to facilitate training. This may involve participating in district/building activities such as faculty meetings, building screening committees, social functions, etc.

FACILITATOR - A designated person who develops materials for inservice as well as one who conducts inservice. One who acts as a support person for both district and building personnel.

FYI - For Your Information - This is a time to impart information either written or orally.

GROUP INSERVICE - Two or more participants who are involved in training together.

HIERARCHY - A listing of skills that teachers may need in order to work with handicapped learners.

HOME DISTRICT - The school district to which the facilitator has been assigned.

INDIVIDUALIZATION - Identifying students' ability levels, then developing and implementing programs to meet the unique needs of learners. Individualization may be carried out on a one-to-one basis or in small groups.

INDIVIDUAL INSERVICE - Inservice training activities conducted on a one-to-one basis with a facilitator and learner.

INFLUENCING BEHAVIOR - One of the TREK modules which includes principles of behavior management.

INTERESTS - Current skill areas trainees would like to develop.

ITP - Individualized Training Plan - A planning document used to develop and implement an individualized inservice training program for accommodating the changing differences within and between learners. ITPs specify goals, action steps and criteria for inservice activities in which the learner will participate.

LEA - Local Education Agencies, i.e., school districts.

LOCAL CONTROL AND COMMITMENT - The desire to change from within the community by means of personal commitment and ownership.

LOFT - Learning Opportunities For Teachers, developed by Susan and Barry Dollar. The LOFT program's content and training process are designed to provide a sequence of teaching competencies for a wide rage of instructional situations.

LOG CODE - A coding system developed to assist in tracking individual staff time spent on Project activities.

MANAGEMENT SYSTEMS - Ways to manage a classroom which range from very teacher-controlled to highly individualized.

MANDATORY - An administrator has made the decision that all teaching staff in the building will be involved in inservice training.

9-CELL GRID - A tool for planning workshops including a For Your Information section; Field Experience; and Debriefing. It takes into account the people, tools and resources to use.

P.A.M. - Progressive Awareness Model - (developed by R. Klinger and B. Dollar) is designed to change instructional practices of people with problem solving language.

PROBLEM - A situation where you have had a history of success; then the situation changes in an unnoticed or unpredictable way and you're no longer getting feedback; and your initial attempts to change receive negative feedback.

PROCESS - The state of moving the learner from one skill to another, as the learner adopts new ways of thinking and acting.

PROCESS OBSERVER - A person who writes down verbatim (or as close to as possible) a discussion occurring between others, without participating in the discussion. The process observer then provides feedback on the discussion to the participants.

RATE - The number of tasks and/or concepts presented to the learner and the time allowed for mastery of those concepts.

RECORDER - A rotating position at TREK staff meetings. The recorder takes minutes of the meeting in a non-evaluative way.

RESOURCES - A broad category that may include people and materials in any area.

SHARED DECISION MAKING - A process developed by Frank Maples to help people 1) establish goals, 2) brainstorm alternative approaches to reach the goal, 3) appraise the approaches, and 4) decide on a plan of action.

SITE AGREEMENT - A document drawn up between a participating school district and Project TREK stipulating what each will provide regarding inservice training. The agreement specifies incentives for participants, participation guidelines, facilitator workspace and evaluation.

STYLE - The modalities preferred to receive and respond to stimuli (auditory, visual, tactile)

SYNERGISM - Combining the old with the new so that the new processes fit the environment.

TARGET POPULATION - Those people for whom training is intended.

TARGET SCHOOLS - Those buildings to which TREK facilitators have been assigned for training staffs.

TASK LEADER - A rotating position at TREK staff meetings. The task leader sets the agenda and keeps people on task and on schedule during meetings.

TRAINEES - Participants who are involved in individual and/or group inservice training activities.

TREK - Training Regular Educators with Exceptional Kids

TREK CONSORTIUM MODEL - A body of administrative representatives from seven participating school districts in the Portland metropolitan area who meet monthly to share resources and expertise across district lines.

VOLUNTARY - Each individual has the unrestricted choice to be involved in inservice training in their building.

CHAPTER NINE

REFERENCES AND ANNOTATED BIBLIOGRAPHY

References:

Arends, R., Hersh, R., and Turner, J. "Inservice Education and the Six O'clock News." Eugene, Oregon: College of Education, University of Oregon, 1978.

Ballard, J. and Zettel, J. "Public Law 94-142 and Section 504: What They Say About Rights and Protections." Exceptional Children, Nov., 1977; p. 177 - 182.

Becker, W.C. and Engelmann, S. Teaching 1: Classroom Management. Palo Alto, California: Science Research Association, Inc., 1975.

Becker, W. C., Engelmann, S., and Thomas, D. R. Teaching 2: Cognitive Learning and Instruction. Palo Alto: Science Research Associates, 1975.

Becker, W. C. and Engelmann, S. Teaching 3: Evaluation of Instruction. Chicago: Science Research Associates, Inc., 1976.

Canter, L. and Canter, M. Assertive Discipline, Los Angeles: Canter and Associates, Inc., 1976.

Clere, Bruce. Teacher Handbook on PL 94-142. Oregon Education Association, 1977, 6900 S. W. Haines Rd., Tigard, OR 97223

Dollar, B. "There is No Business Like the System Change Business: Characteristics of High Impact Projects." Unpublished paper.

*Dollar, B., and Dollar, S. J. Learning Opportunities for Teachers (kit). Minneapolis, Minnesota: Accelerated Learning Systems, n.d.

*Dollar, B., Klinger, R. and Bolen, J. Progressive Awareness Model. Los Angeles: Western Leadership Institute, n.d.

Dormant, D. "A Trainers Guide to Change Agentry." Denver, Colorado: A paper presented to the National Inservice Network Meeting of Directors of Regular Education Inservice Projects, 1979.

Hall, G. E., Director. Publications list. Austin, Texas: "Procedures for Adapting Educational Innovations/CBAM Program," 1978.

Hanson, J. H. (Ed.) "Governance by Consortium". Syracuse, New York: National Consortium of Competency Based Education Center, Syracuse University School of Education (ERIC #SP 009422).

Havelock, R. G. The Change Agent's Guide to Innovation in Education. Englewood Cliffs, New Jersey: Educational Technology Publications, 1973

*These items are described in more detail in the annotated bibliography that follows.

Hunter, M. Inservice books, filmstrips, programs. El Segundo, California: Tip Publications, 1977.

Hutson, H.H. "Inservice Best Practices: The Learning of General Education." Bloomington, Indiana: National Inservice Network, Indiana University, 1979.

*Larrivee, B., and Cook, L. "Mainstreaming: A Study of the Variables Affecting Teacher Attitudes". The Journal of Special Education, 1979, 13 (3), pp. 315 - 324.

*Maple, F. E. Shared Decision Making. Beverly Hills: Sage Publications, 1977.

*McCallon, E. McCallon Workshop Evaluation Scale. Austin, Texas: Learning Concepts, 1974.

*Nielsen, N., Markley, A., and Sanford, M. Project "ME" (kit). Austin, Texas: Education Service Center, Region XIII, 1972 .

Parker, C. A.,(Ed.) Psychological Consultation: Helping Teachers Meet Special Needs. Minneapolis, Minnesota: Council for Exceptional Children, 1975.

*Parks, A. L. and Rousseau, M. K. The Public Law Supporting Mainstreaming (kit). Austin, Texas: Learning Concepts, n.d.

*Parks, J. and Hafner, D., Directors. Teacher Training Program. Austin, Texas: Education Service Center Region XIII, 1975.

*Preston, J. A., Corp. Special Education: An Opportunity/obligation (kit). New York: J. A. Preston Corp., n.d.

Rettig, E. and Paulson, T. L. ABC's for Teachers. Van Nuys, California: Associates for Behavior Change, 1975.

*Rucker, C. N. and Gable, R. K. Rucker-Gable Educational Programming Scale. Storrs, Connecticut: Rucker-Gable Associates, 1974.

Schmuck, R. A. and Ruckel, P. J. Handbook of Organizational Development in Schools. National Press Books, 1972.

*These items are described in more detail in the annotated bibliography that follows.

Annotated Bibliography:

These materials have been particularly useful to TREK facilitators in meeting their own training needs, and, to varying degrees, the training needs of participants. Materials are generally adapted to accommodate individual differences.

Learning Opportunities for Teachers
LOFT is a teacher training program that models accommodative instructional processes with a content of behavior managment and program development and management skills. It is set up in a concept-correlated, multi-sensory learning center format.

STRENGTHS: Good consultant tool. LOFT provides step-by-step information for behavior management skills with good examples of concepts. It is also a very useful tool for teachers to use to assess accommodative classroom practices, with steps to follow for making desired changes. LOFT also models classroom management of learning centers and games, etc.

WEAKNESSES: Language may be confusing and concepts are difficult for new learners. The model is ambitious and may be difficult for teachers to implement. Going through all of the units can be very tedious.

Mainstreaming: A Study of the Variables Affecting Teacher Attitude
This article contains an attitude scale used to investigate the effect of selected institutional variables on the attitude of the regular classroom teacher toward mainstreaming special needs children.

STRENGTHS: Easily administered/adapted. Clear format.

WEAKENESSES: Scale not available for general use. Lacks items specific to inservice training.

McCallon Workshop Evaluation Scale
This seven-point rating scale was used to evaluate small and large group inservice training sessions.

STRENGTHS: Provides a quick format for evaluation; allows for comments, easily tallied.

WEAKNESSES: Excess use of paper; out-of-print; not applicable to all sessions, particularly on-going training activities.

Progressive Awareness Model
PAM is a problem-solving model that examines the identification of problems, change processes, corrective feedback and effects of change on systems and organizations.

STRENGTHS: Ideas of self-change are useful to refer to when discussing attitudes toward handicapped, etc. It's useful for having

people look at themselves and situations and provides a language for change.

WEAKNESSES: Language and terms are complicated. Jargon is offensive to some people. There are other ways to look at change and this is too limiting. Editing and shortening of material may be necessary.

Project "ME"
A comprehensive training program for teachers in Early Childhood Education for the handicapped.

STRENGTHS: Can be adopted easily by kindergarten teachers. Transparencies, (with some revisions) can be used for awareness and attitudes towards handicapped activities.

WEAKNESSES: Geared for pre-school level. Some information is useful, but much revision is necessary for elementary usage.

The Public Law Supporting Mainstreaming
Workshop kit including guide, filmstrip and cassette.

STRENGTHS: Clear, comprehensive material which can be easily adapted to any school.

WEAKNESSES: Stereotypes of parents and teachers in the film which may be offensive rather than humorous.

Rucker-Gable Educational Programming Scale

STRENGTHS: Best attitude scale readily available in 1977.

WEAKNESSES: Too long; too wordy; frustrated teachers who took it; difficult to interpret results.

Shared Decision Making
A 4-step process for making decisions which includes: (1) establishing goals, (2) generating alternative approaches, (3) appraising approaches, and, (4) developing a plan of action.

STRENGTHS: Excellent for use in staffings and as a consultant's tool.

WEAKNESSES: Several sessions may be needed to teach this process until the group really uses it.

Special Education: An Opportunity/Obligation
A multi-media presentation for parents, educators and interested groups around issues of PL 94-142. Intent is to raise consciousness and awareness levels on key issues.

STRENGTHS: Good simulations, parents' bill of rights, testing material with rationales given for answers.

WEAKNESSES: Does not take into consideration knowledge and skills participants already have.

Teacher Training Program
Units of activities for teachers to learn about mainstreaming mildly handicapped students. Filmstrips, cassettes, guides, simulation activities included.

STRENGTHS: Good organization of materials. Good simulation activities. Good basic content material.

WEAKNESSES: Needs revision/modification to accommodate different groups. This may be out of print at this time.

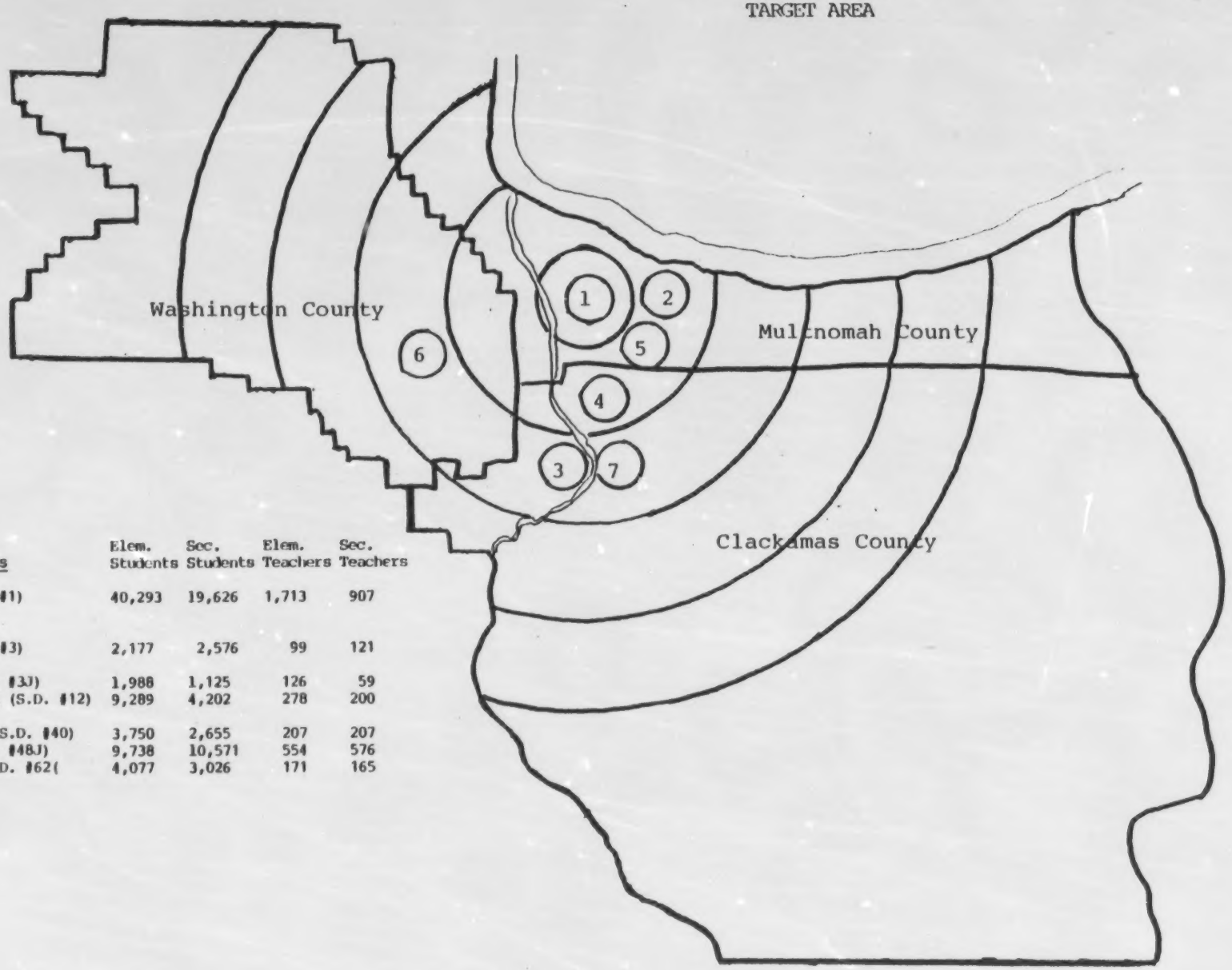
APPENDIX - A

Demographic Data
Regarding Target Area
and Target Population

DISTRICT	TARGET SCHOOL (grades_through_)	TREK PARTICIPATION TIMELINE	NUMBER OF PARTICIPANTS/ NUMBER OF TOTAL STAFF		FACILITATOR	V=Voluntary M=Mandatory
Beaverton School Dist. # 48J	Greenway Elem. (1-6)	3/79- 5/79	11/13	(V)	JoAnne Johnson-Goertz	
	William Walker Elementary (1-6)	12/77- 1/79	26/26 6/26	(M) (V)	JoAnne Johnson-Goertz	
David Douglas School Dist. # 40	Earl Boyles Elementary (K-6)	1/79- 5/80	23/27 15/27	(M) (V)	Maureen McMahon	
	Mill Park Elem. (K-6)	9/79- 5/80	4/30	(V)	Maureen McMahon	
	Ventura Park Elementary (K-6)	1/78- 6/78 9/78- 1/79	20/25 20/25	(M) (M)	Mary Reid Maureen McMahon	
North Clack. School Dist. # 12	Concord Elem. (K-6)	9/79- 5/80	5/26	(V)	Brad Fritts	
	Lot Whitcomb Elem. (K-6)	9/79- 5/80	17/20	(V)	Brad Fritts	
	Milwaukie High (9-12)	9/78- 5/79	22/75	(V)	Brad Fritts	
	Oak Grove Elem. (K-6)	9/78- 5/79	18/23	(V)	Ann Brockway	
	Riverside Elem. (K-6)	10/79- 1/80	5/20	(V)	JoAnne Johnson-Goertz	
	Wichita Elem.	10/79- 5/80	6/13	(V)	JoAnne Johnson-Goertz	
Oregon City School Dist. # 62	Holcomb Elem.	1/78- 3/79	25/25	(M)	Gordon Farley	
	Jennings Lodge	9/78- 6/79	15/15	(M)	Gordon Farley	
	Ogden Jr. High	9/79- 5/80	38/39	(V)	Gordon Farley	

DISTRICT	TARGET SCHOOL (grades_through_)	TREK PARTICIPATION TIMELINE	NUMBER OF PARTICIPANTS/ NUMBER OF TOTAL STAFF		FACILITATOR
Parkrose School Dist. # 3	Fremont Jr. High (7-9)	11/78- 5/80	43/48	(M)	Ken Gates, Kay Struckman
	Prescott Elem. (K-6)	1/78- 5/79	32/32	(M)	Kay Struckman
	Shaver Elem.	11/79- 5/80	28/28	(M)	Ken Gates, Kay Struckman
Portland School Dist. # 1	Boise Elem (1-8)	9/79- 5/80	12/30	(V)	Janet Temple
	James John Elem. (K-8)	9/78- 5/79	15/25	(M/V)	Judy Romano
	Mary Rieke Elem. (K-5)	9/79- 5/80	12/15	(V)	Judy Romano
	Mt. Tabor Middle (6-8)	9/79- 5/80	8/30	(V)	Janet Temple
	Multnomah (K-8)	9/77- 4/78 4/78- 5/79	15/23	(M/V)	Judy Romano Pat Manz
	Rose City Park (1-8)	1/79- 5/80	40/40	(V/M)	Jacob Blasczyk
	Sacajawea Elem (K-6)	1/78-12/78	8/10	(M)	Jacob Blasczyk
West Linn School Dist. # 3J	Cedar Park Elem. (1-4)	1/80- 5/80	18/20	(V)	Janet Temple

PROJECT TREK
TARGET AREA



School Districts	Elem. Students	Sec. Students	Elem. Teachers	Sec. Teachers
1 Portland (S.D. #1)	40,293	19,626	1,713	907
2 Parkrose (S.D. #3)	2,177	2,576	99	121
3 West Linn (S.D. #3J)	1,988	1,125	126	59
4 North Clackamas (S.D. #12)	9,289	4,202	278	200
5 David Douglas (S.D. #40)	3,750	2,655	207	207
6 Beaverton (S.D. #48J)	9,738	10,571	554	576
7 Oregon City (S.D. #62(	4,077	3,026	171	165

-A 3-

NUMBER OF HANDICAPPED STUDENTS ENROLLED WITHIN PROJECT TREK TARGET AREA

The figures presented below are based upon current enrollment data ('79 - '80) for districts participating in Project TREK. These include: Beaverton, David Douglas, North Clackamas, Oregon City, Parkrose, Portland and West Linn School Districts.

	TYPE OF HANDICAP	NUMBER OF HANDICAPPED STUDENTS IN TARGET AREA			
		AGES 0-2	AGES 3-5	AGES 6-18	AGES 18-21
1.	MENTALLY RETARDED	8	47	999	1
2.	HARD OF HEARING	0	1	49	0
3.	DEAF	0	25	248	39
4.	SPEECH IMPAIRED	0	206	2,293	0
5.	VISUALLY HANDICAPPED	1	22	119	2
6.	SERIOUSLY EMOTIONALLY DISTURBED	0	10	905	0
7.	ORTHOPEDICALLY IMPAIRED	30	29	309	8
8.	OTHER HEALTH IMPAIRED	0	4	180	1
9.	SPECIFIC LEARNING DISABILITIES	0	38	3,607	1
10.	DEAF-BLIND	0	3	12	1
11.	MULTIHANDICAPPED	0	4	30	0
12.	TOTAL	38 +3 non-categorical	389	8,822	53

APPENDIX - B

Project TREK Consortium Council

Charter and Membership List

0.0 PURPOSE AND ORGANIZATION

The Project TREK Consortium for Educational Improvement of Handicapped Learners has been established as a means of formally recognizing the need of a variety of local educational districts to join in common cause to meet increased demands on public school and teach education in Oregon. Further, there is an obligation to share with other local districts the understandings and developments coming from the operation of the Consortium.

The purposes and commitments are reflected in the charter that has been adopted by the Consortium, and in the organizational structures employed in the operation of the Consortium.

0.1 The Charter for the Consortium

WHEREAS, the continued improvement of the quality of the educational offerings to exceptional learners in Oregon is a goal mutually held by local districts; and
WHEREAS, each of these districts possess unique talents, resources, and capabilities to contribute to such continued improvement; and
WHEREAS, the continued improvement of the quality of education would be more effectively served through combined mutual efforts which utilize the unique and complementary talents, resources, and capabilities of such organizations; and
WHEREAS, there exists now a need to formally organize such districts so as to optimize the combined mutual efforts to continue improvement; and
WHEREAS, the Beaverton, David Douglas, North Clackamas, Oregon City, Parkrose, Portland and West Linn School Districts, recognize the need and wish to join together formally for these purposes;
THEREFORE BE IT RESOLVED, that the districts named above join together to create and establish THE PROJECT TREK CONSORTIUM FOR THE IMPROVEMENT OF EDUCATION OF HANDICAPPED LEARNERS and BE IT FURTHER RESOLVED, that the CONSORTIUM SERVE TO:

1. provide to Project TREK guidance, liaison, and assistance in fulfillment of its teacher training mission;
2. periodically identify areas of mutual concern to which the energies and talents of the members may be directed; and
3. provide leadership to the continued development of the profession and its members.

0.2 An Overview of the Structure And Operation of the Consortium

The Consortium is designed to accommodate districts participating fully in Consortium activities. A description of the role of the participating districts may be found in the Consortium guidelines. The Consortium is governed by Consortium Council consisting of administrators from the districts participating fully in the Consortium. The Council recommends and supervises the programs of the Consortium and the budgets for its support.

PROJECT TREK CONSORTIUM COUNCIL

'79 - '80 MEMBERSHIP LIST

DISTRICT/ ADDRESS	CONSORTIUM MEMBER AND ALTERNATE	SCHOOL	FACILITATOR
Beaverton #48 P.O. Box 200 Beaverton, OR 97005 649-0456	Hank DeVoss (Larry Spier)	Greenway	
David Douglas #40 2900 SE 122nd Portland, OR 97236 761-3131	Arlene Anderson (Nola Zetter)	Earl Boyles Mill Park	Maureen McMahon
North Clackamas #12 Instructional Support 3816 SE Concord Rd. Milwaukie, OR 97222 653-3638	Barbara Bengel (Jorie Gibson)	Oak Grove Concord Lot Whitcomb Riverside Wichita	Brad Fritts JoAnne Johnson-Goertz
Oregon City #62 P.O. Box 591 Oregon City, OR 97045 656-4283	Eugene Bates (Don Wilson)	Ogden Jr. High	Gordon Farley
Parkrose #3 10636 NE Prescott Portland, OR 97220 257-5200	Hal Vrooman (Peter Nordbye)	Fremont Jr. High Prescott Elem.	Ken Gates Kay Struckman
Portland #1 501 N Dixon Portland, OR 97227 249-2000	Maralyn Turner (Diana Devers) Dr. Pat Grant Helen Hunt Wm. Clawson	Rose City Park Boise Elem. Mt. Tabor Middle Mary Rieke	Jake Blasczyk Janet Temple Judy Romano
West Linn #3J 19875 SW Stafford Rd. West Linn, OR 97068 638-9825	Larry Seachris (Kathy Bassett)	Cedaroak Park	Janet Temple

TREK STAFF:

Wendy L. Marmont, Coordinator
220 N.E. Beech
Portland, OR 97212
288-5361

Sharon Young, Secretary

EX. OFFICIO:

Dr. Richard Sonnen
Portland State University
P.O. Box 751
Portland, OR 97207
229-4632

APPENDIX - C

Position Descriptions for Professional Staff

JOB DESCRIPTION: COORDINATOR

MAJOR DUTIES AND RESPONSIBILITIES:

1. Fulfill administrative and operational responsibilities for implementing the Project TREK training program.

2. Coordinate personnel employed by the Project.

3. Assist in planning and evaluating specialized curriculums, programs, and delivery systems of Project TREK on an on-going basis.

4. Direct planning, implementation and evaluation of training activities, inservice and other related programs for all facets of the Project

5. Disseminate information as described in the Project.

6. Prepare and submit requisite Project reports and documentation

Co-responsibilities with district special education administrators and principals:

7. Implement policies adopted by the Consortium in the operation of Project TREK and its extra educational operations.

8. Submit written recommendations to the Consortium regarding personnel, including an analysis and evaluation of the accomplishments of stated goals and objectives.

9. Assist in developing continuous budgetary goals and objectives as required.

10. Expend funds in Project TREK in accordance with Portland Public Schools' policies and within the budgeted amounts.

QUALIFICATIONS

1. Master's Degree minimum, with Doctorate in Special Education preferred.

2. Direct classroom and supervisory experience in several of the handicapped areas.

3. Sensitivity to and understanding of the feelings of building staff when confronted with the requirements of handicapped children, and ability to develop an effective working relationship between the regular teaching staffs in a school building and the Project personnel.

JOB DESCRIPTION: FACILITATOR

MAJOR DUTIES AND RESPONSIBILITIES:

1. Provide inservice to regular educators at one or more target schools within a chosen district in methods for educating exceptional children in the regular classroom. (Format of inservice training will be individual training/consultation and/or scheduled workshops/group sessions).

2. Conduct correlated follow-up activities in relation to training.

3. Provide technical assistance and support to target school personnel.

4. Operate effectively in a team approach to inservice training, using the consortium model.

5. Write/adapt inservice curriculum and design management systems for delivery of appropriate training.

6. Evaluate existing inservice training activities conducted.

7. Collect relevant data in order to evaluate project effectiveness.

8. Speak about Project design and activities to local, state, regional and/or national groups.

9. Participate in district-related activities to create a positive image within the district and schools.

10. Participate in inservice training for facilitators.

SKILLS:

1. Communication skills (writing, speaking, group dynamics and interpersonal skills)

2. Teaching/consulting skills
   (Preparation and organization of presentations and materials, knowledge of subject matter, accommodation for individual learning needs)

3. Personal skills (time management, working independently and as a team member)

CHARACTERISTICS:

*flexibility	* self-confidence	*leadership
*perseverance	*uses resources effectively	*accepts self as learner
*copes appropriately with stress		

APPENDIX - D

The TREK Process

THE TREK PROCESS

INTRODUCTION

Project TREK (Training Regular Educators with Exceptional Kids) is a three-year, federally-funded inservice training program aimed at educational growth. Its area of service is a consortium of seven school districts which include Portland, Parkrose, David Douglas, Beaverton, North Clackamas, West Linn and Oregon City.

The Project staff included a Coordinator, secretary and eight full-time equivalent staff identified as "facilitators". Each TREK facilitator is assigned primary responsibility for delivering inservice training to at least one building during a calendar year. Additionally, each facilitator is available for consultation throughout the geographical area of the Consortium.

The ultimate goal of Project TREK is to assist educators in implementing accommodative instructional practices through individualized inservce training and consultation in order that exceptional learners can receive appropriate education. The concept "accommodative instructional practices" refers to teaching methods which meet the changing differences of a group of learners. The concept encompasses a group of learners, because teaching practices must accommodate the individual differences of a classroom in addition to one child.

The individual differences within a classroom may be divided into four areas: content, rate, style and environment. Learning content is the curriculum as stated in concepts. The teacher may define the tasks of teaching the content, but the sequence (order) of learning the content is determined by the learner. Learning rate is the number of tasks and/or concepts presented to the learner and the time allowed for learning the concepts. Learning style is the senses required to receive and react to the tasks. Learning environment is the physical arrangement of the classroom.

In essence, TREK represents a change agent in a community called a school. The goal is to facilitate changes in classroom instructional practices which lead to accommodating individual differences in content, rate, style and environment.

The Project staff has identified two processes that influence movement towards the goal. The first includes those processes which promote changes in a community. Processes in the second category facilitate the identification of interests and attitudes within a school building. Dictated by interests and aptitudes, personnel select or design training experiences that lead to accomplishing the goal of accommodating individual differences in the classroom.

PROMOTING CHANGE IN COMMUNITIES

TREK intervention in a school community is aimed at changing and improving existing classroom instructional practices. For teachers to change the immediate school community and its neighboring systems must support their efforts. Project TREK has identified four processes which promote inter and intra-system support:

1. LOCAL CONTROL AND COMMITTMENT. The goal of this process is to generate the desire to change from within the community. This begins with local participation in the initial selection of training sites and continues throughout the Project's involvement. Selection of school sites is the result of cooperative decision-making which emphasizes factors at the building level. Each participating school district decides through its unique individual decision-making processes, who will receive TREK services. It is recommended that these decisions include input from key teachers from the intended site. Reinforcing school district processes for selecting sites rather than selection by TREK fosters local control and commitment.

   Once the site is elected, other strategies promote local control and commitment. One example is attaching TREK's goals to a local cause such as the development of a resource center. Another is a problem-solving group of principal, facilitator and key staff members.

2. A second process that promotes change in a community is identified as SYNERGISM. Synergism involves combining the old with the new so that new processes fit the community. Selecting present community personnel as facilitators is one synergic process. Teaming inservice training with the principal or key staff members is another possible synergic strategy. All strategies are designed so that previous roles of personnel within the school are directly related to the tasks, job relationships and problem-solving strategies required for "the new way".

3. CORRELATION ACROSS SYSTEM LINES is the third process for promoting change. Change in one system affects neighboring systems. For example, the neighboring system of "Central Services" could be perceived as an obstacle by teachers when they decide to replace 30 desks with learning centers requiring round tables. Project TREK is developing strategies for correlating the effects of change across system lines.

4. The fourth and final process for promoting change is RAPPORT. Rapport suggests a condition of close acquaintance, familiarity and credibility. The facilitator must develop close rapport

with education personnel or facilitate change through a person who has close rapport within the system. Assuming building responsibilities such as participation in the building Screening Committee and attending school functions exemplify strategies for establishing rapport.

The four processes of local control, synergism, correlation and rapport affect the degree to which the local schools can make significant changes in classroom instructional practices.

THE IDENTIFICATION OF INTERESTS AND APTITUDES

Whereas the four processes just described affect the nature and scope of TREK intervention, identification of personal interests and aptitudes is the core process of TREK.

Interests and aptitudes are signals which influence the selection and attainment of goals. "Interests" are those individual or group signals indicating that the next step(s) in goal selection and attainment has meaning to the trainee(learner). That the next step matters to them. "Aptitudes" are those signals indicating that the next step(s) toward goal selection and attainment is appropriate for them. It fits them. Both categories or signals are characterized by a high degree of personal commitment and ownership.

Once interests and aptitudes are identified, building personnel may choose a pre-planned TREK training experience or design their own experience. The single criteria of acceptability is that the experience be the next step toward accommodating individual differences. The step is based on the individual's interests and aptitudes rather than a predetermined decision imposed by a TREK facilitator.

The TREK staff has learned that some building personnel are reluctant to, or have difficulty in, identifying their interests and aptitudes. Therefore, learning experiences must be designed which facilitate participants' identification of interests and aptitudes. One such approach used by Project TREK is a commercially-designed set of experiences formulated by the Western Leadership Training Institute of Los Angeles, California. Use of these experiences varies according to individual participants and their school environment. Common characteristics of these experiences provide that:

1. Participants bring their personal content to the training.

2. Facilitators use their own personal skills and traits as learning experiences for themselves and participants.

(The facilitator assumes a low profile as a trainer, and becomes more of a guide or mirror for learning about oneself.)

3. Participants, including the facilitator, develop answers to, "Who am I?" and/or, "Why am I here?". Answers to these questions are developed as a result of three interlocking, overlapping processes: "For your information", "Instructional experience", and "Design of instruction".

    a. "For your information" is a process of presenting instances of a concept that result in recognition of similarities between the instances.

    b. "Instructional experience" is a process through which participants recognize differences; they learn to discriminate between instances and non-instances of the concept.

    c. "Design of instruction" involves analysis of relationships through knowledge generated from the previous processes. The result is awareness of how one attaches personal meaning to events.

4. Experiences are designed to teach participants that they are responsible for their own learning. Once interests and aptitudes are identified, personnel may choose further training experiences. Given the staff's preference for avoiding fixed intervals, the number of further training experiences is not predetermined. Furthermore, it is recommended that personnel avoid planning changes along a line of fixed time, e.g. "by January 1979 complete individualization will be accomplished".

APPENDIX E

The Nine Cell Grid for
Designing a Learning Experience

THE NINE CELL GRID FOR DESIGNING A LEARNING EXPERIENCE

The nine cell grid is a useful tool for designing a workshop, a long range staff development plan or a training experience. It should be considered a dynamic, fluid interchange between three processes and three resources. Three kinds of resources are shown on the vertical axis: people, tools and structure. Tools are any item, methodology or program that has use. Structure is the relationship between people and tools (e.g., team meetings, faculty meetings, lectures).

The three processes listed on the horizontal axis are: For Your Information (FYI), Instructional Experience (IE), and Design of Instruction (DI).

For Your Information is a process of presenting instances of a concept that results in people noticing sameness between the instances. For example, FYI on shared decision-making would introduce instances of shared decision-making, focusing upon common characteristics. Participants would induce those aspects of shared decision-making that are the same. The goal of FYI is to notice the releveant characteristics of a concept.

Instructional Experiences is a process whereby people experience instances and non-instances of the concept. This results in people recognizing differences. For example, IE about shared decision-making would involve comparing that method to other decision-making methods in the environment to notice how their relevent characteristics differ. This discrimination task allows the participant to learn how the concept is different from other concepts.

Design of Instruction is a process which examines interrelationships based upon knowledge generated from the two previous processes. The result is awareness of how one attaches personal meaning to instances. A DI process relative to shared decision-making example might involve discussion of ways for participants to use this knowledge in their jobs and personal relationships. The goal of DI is awareness of personal meaning and perception of a concept.

		PROCESSES		
		FOR YOUR INFORMATION (FYI)	INSTRUCTIONAL EXPERIENCE (IE)	DESIGN OF INSTRUCTION (DI)
RESOURCES	PEOPLE			
	TOOLS			
	STRUCTURE People x Tools			

USING THE NINE-CELL GRID

The following recommendations should be considered in using this grid as a tool for designing a training experience:

1) Plan and design training experiences so that all three processes occur.

2) During a training process the interchange between FYI, IF, and DI may generate concepts not anticipated by the trainer. Those concepts are just as important to the delivery of effective inservice training as the concepts predetermined for study by the trainer.

3) People in a training process always bring their own personal contents into the training experiences. The personal contents are as important as the predetermined training content.

4) One of the most important results of a training experience is the development of a common language for facilitating problem-solving.

5) The Design of Instruction process requires that the trainer become an impartial guide rather than a "dispenser of knowledge". This guide concept means that the trainer's primary roles are to mirror, reflect and facilitate the group process.

6) One of the most valuable resources for designing a training experience is the trainer's skill, knowledge and personality.

7) When designing training experiences, the design should accommodate the individual differences of the participants.

8) FYI, IE and DI do not always happen in a sequential manner. For example, DI may occur at intervals during FYI or before IE.

9) Participants in a training process are often their own most competent trainers.

10) The inservice training process must become an integral part of the total school program.

A completed nine-cell grid for the shared decision-making example is presented on the following page.

THE NINE CELL GRID
for
DESIGNING A LEARNING EXPERIENCE

EXAMPLE CONCEPT: SHARED DECISION MAKING

RESOURCES	PROCESSES: FOR YOUR INFORMATION (FYI)	PROCESSES: INSTRUCTIONAL EXPERIENCE (IE)	PROCESSES: DESIGN OF INSTRUCTION (DI)
PEOPLE	*CONCEPT: Shared decision making.* *1. Problem talking stage* *2. Goal setting* *3. Goal implementation* *4. Feedback*	*1. Interviews* *2. Reading* *3. Lecture* *4. Observation* *5. Discussion group*	*DEBRIEF:* *What did you notice about the concept: shared decision making?*
TOOLS	*CONCEPT:* *Decision making styles*	*1. Interviews* *2. Reading* *3. Observe decision making of self/others* *4. Other*	*DEBRIEF:* *What did you notice about the methods of making decisions?*
STRUCTURE (People x Tools)	*Use of Shared Decision Making*	*1. Individual plans* *2. Continue field trips* *3. Group problem solving* *4. Other*	*DEBRIEF:* *How can you use the concept, shared decision making?*

APPENDIX - F

A SURVEY OF TEACHER
COMPETENCIES AND NEEDS

A SURVEY OF TEACHER COMPETENCIES AND NEEDS FALL 1977

INTRODUCTION

Project TREK's primary goal is to develop an inservice training model to prepare regular educators to work with exceptional children. Before designing the training curriculum, the project staff made a commitment to design the curriculum in response to teachers' needs.

As a part of this commitment, Project TREK surveyed the project participants (regular clasroom teachers, principals, support personnel and paraprofessionals) in the Fall of 1977. This paper reports the results of that survey and discusses the efficacy of surveys as tools for being responsive to teachers' needs.

PROCEDURE

Project TREK surveyed the participants along two dimensions, (1) The teaching competencies most important when working with exceptional children, and (2) Competencies in which they personnally desired further training. (See Attachment A).

The survey consisted of 35 competencies. The list was a synthesis of competencies identified by other inservice training projects and additions by TREK staff.

Participants first selected and ranked 10 of the 35 competencies that they felt were most important when working with exceptional children. They then circled 5 competencies that reflected their desire for further training.

SUMMARY OF RESULTS

Two sets of data were generated. The first set of data was on the dimension of important competencies needed for working with exceptional children. In this part of the survey 56% of the participating teachers responded, 41% of the participating support personnel responded, 46% of the paraprofessionals responded and 67% of the principals responded.

The second set of data generated was on the dimension of teacher training needs. 41% of the participating classroom teachers and 25% of the support personnel responded to this part of the survey. Insufficient data was generated for the groups of principals and paraprofessionals.

DIMENSION ONE:

There was apparent agreement among educators concerning those competencies important for working with exceptional children. All four sub-groups of the target population included the following three competencies in their top ten:

1. Individualized instruction based on prescription and consideration for the child's abilities as well as disabilities.

2. Demonstrates flexibility in carrying out a program of instruction, including the application and a variety of instructional patterns and groupings to accommodate the needs and capitalizes on strengths of exceptional children.

3. Demonstrates sensitivity to and acceptance of individual differences in children.

In addition three of the four subgroups (paraprofessionals, classroom teachers and support personnel) included in their top ten, the competency "Selects appropriate materials for teaching exceptional learners".

Finally, three of the four subgroups (teachers, support personnel, and principals) included in their top ten, two competencies related to utilizing diagnostic information when programming for exceptional learners.

DIMENSION TWO:

The second set of data generated was along the dimension of desires for further training. For two groups (principals and paraprofessionals) there was insufficient data; therefore, no conclusions have been stated.

Data for classroom teachers, the largest subgroup, indicated a desire for training in the areas of:

1. behavioral management skills
2. individualizing instructional practices
3. knowledge of diagnostic instruments
4. production and adoption of materials
5. knowledge of diagnostic-prescriptive techniques

Data for support personnel indicated an agreement with classroom teachers for needing training in behavioral management skills. In addition, support personnel included: (1) skills for reading and interpreting a psychological report, (2) record keeping skills, and (3) skills of individual educational programming.

DISCUSSION:

Project TREK's efforts to be responsible to teacher needs raised the basic issue: "Is the survey, including a needs assessment, an effective method of being responsive to teacher needs?"

Problems inherent in this method suggested that other techniques for staying in touch with teachers should supplement surveys. Besides validity questions of the instrument, the process generated value questions, since it required teachers to make decisions about what was good. In light of the above questions, the survey, at best, appeared to define wide parameters of teacher needs.

ATTACHMENT A

SURVEY ITEMS

A teacher who is successful in working with exceptional children is one who:

_____ A. Knows characteristics of handicapping conditions.

_____ B. Individualizes instruction based on prescription and consideration for the child's abilities as well as disabilities.

_____ C. Demonstrates sensitivity to and acceptance of individual differences in children.

_____ D. Reviews diagnostic information and relates this to development of program in subject areas.

_____ E. Demonstrates competency in several behavioral management approaches relevant to the classroom.

_____ F. Demonstrates skills in identification of exceptional students with the classroom.

_____ G. Knows a variety of diagnostic instruments (formal and informal) and their uses and limitations.

_____ H. Participates in practical experience in adapting teaching procedures to exceptional children.

_____ I. Demonstrates skills in reading and interpreting a psychological report.

_____ J. Possesses an awareness of one's own attitudes, prejudices, feelings and responses as they influence and are influenced by exceptional children and youth and utilizes this understanding positively in working with them.

_____ K. Uses appropriate colleagues, paraprofessionals and parents to facilitate optimum learning for exceptional children.

_____ L. Demonstrates flexibility in carrying out a program of instruction, including the application and a variety of instructional patterns and groupings to accommodate the needs and capitalize on the strengths of exceptional children.

_____ M. Demonstrates the use of evaluative procedures appropriate to exceptional children.

_____ N. Identifies, selects, studies and records significant academic behaviors.

____ O. Identifies, selects, studies and records significant social behaviors.

____ P. Assists a particular child (children) in areas needing remediation.

____ Q. Selects appropriate materials for teaching exceptional learners.

____ R. Prepares individual educational programs and plans for the continuing progress of an exceptional child.

____ S. Prescribes learning experiences for a child (children) who is experiencing learning problems.

____ T. Uses library facilities, instructional media and other educational technology appropriate to the learning characteristics of exceptional children.

____ U. Keeps a neat, well-ordered file of ancedotal and tutorial performance records.

____ V. Demonstrates the ability to function effectively as a member of an instructional/diagnostic team in programming for exceptional children.

____ W. Identifies the manner in which the peer group influences each individual in the group and to direct and participate in group processes in order to enhance the participation of exceptional children.

____ X. Selects, develops, and implements specific instructional objectives based on diagnostic findings and developmental sequence.

____ Y. Requests and/or coordinates additional services or resources deemed necessary for children with learning and/or emotional disorders.

____ Z. Implements the learning activities with appropriate teaching strategies.

____ AA. Identify special factors of learning implicit to the education of exceptional children.

____ BB. Demonstrates commitment to understanding the legal basis and implications of least restrictive environment for exceptional children.

____ CC. Demonstrates commitment to the principle that social and personal development are equally as important as academic achievement to the exceptional child.

____ DD. Identifies the educational needs of a particular child (children).

____ EE. Describes and explains the characteristics of children with learning and behavioral disorders to parents and other teachers.

____ FF. Discusses the purposes of full service education and least restrictive environment for exceptional learner.

____ GG. Knows the legal rights of children, parents and teachers.

____ HH. Supports positive attitudinal changes toward exceptional children.

____ II. Demonstrates knowledge of a variety of ways to organize the educational environment.

Objectives 2

APPENDIX - G

HIERARCHY OF TEACHER SKILLS

Project TREK training focuses upon four major content areas: (1) Awareness, (2) Influencing Behavior, (3) Educational Decision Making, and (4) Program Development and Management. Each of these areas is described in the proceeding pages in terms of concepts presented and corresponding teacher skills and competencies.

1. AWARENESS

TOPICS:	SKILLS:	COMPETENCIES:
A. Public Law 94-142 1. Overview a. Responsibilities/ requirements b. Intent c. Related legislation (Section 504, PL 93-112, etc.) 2. Terminology a. Free appropriate public education b. Least restrictive environment c. Related services 3. IEP components 4. Parental rights 5. Due process 6. Mainstreaming B. Attitudes 1. Self-fulling prophecy 2. Labelling 3. Relevant information about handicapping conditions C. Overview: Communication Skills 1. Attentive Listening 2. Appropriate responses D. Overview: Change Agentry 1. Levels of awareness 2. Problem clarification 3. Problem solving strategies E. Overview: Instructional Practices 1. Accommodating individual differences 2. Managing an accommodative classroom	1. State the basic intent and major provisions of PL 93-112, Section 504, and PL 94-142. a. Define least restrictive environment options for exceptional learners. b. List component parts of an Individualized Education Program. c. Describe parental rights and due process. 2. Describe the impact of PL 94-142 and other relevant legislation on education of exceptional learners. 3. Explain the rationale for mainstreaming. 4. Describe how teachers' attitudes and expectations influence student behavior and achievement (negative effects of labelling). 5. Name and describe at least four components of attentive listening. 6. Model components of attentive listening in a structured situation. 7. Describe the relationship between change agentry and educators' roles within the school system. 8. Explain accommodation in terms of individual learner differences.	1. Learner orally or in writing demonstrates awareness of the impact of PL 94-142 and other relevant legislation on instructional practices with exceptional children. 2. Learner orally or in writing describes at least three models of instruction and how they affect learning for handicapped students.

2. INFLUENCING BEHAVIOR

TOPICS:	SKILLS:	COMPETENCIES:
A. Change tactics/Problem-solving models B. Observing and recording behavior C. Consequences of behavior 1. Reinforcing consequences a. Types of reinforcement b. Identifying and using reinforcers c. Creating reinforcers d. Schedules of reinforcement 2. Punishing consequences a. Types of punishing consequences b. Effects of punishment D. Applying principles of behavior 1. Analysis of problem(s) 2. Design of relevant programs/ strategies.	1. Use a model for problem solving relevant to classroom behavior. 2. State desired pupil performance in observable terms. 3. Identify ways to count and record learner behavior. 4. Identify ways of determining what is reinforcing to learners. 5. Identify three categories of reinforcing consequences. 6. Identify and list the differences between direct and indirect reinforcers. 7. Identify and describe three schedules of reinforcement and their effect on student behavior. 8. Identify three categories of punishing consequences. 9. Identify the effects of punishment and reinforcement. 10. Design a contract for a learner. 11. Identify the steps in designing an indirect reinforcement system. 12. Design an indirect reinforcement system.	1. Learner demonstrates, in writing, mastery of the concepts related to influencing classroom behavior. 2. Learner designs and implements at least one system of influencing classroom behavior. The system will include an analysis of behavior using a prescribed model.

3. EDUCATIONAL DECISION MAKING

TOPICS:	SKILLS:	COMPETENCIES:
A. Identification and screening 1. Screening devices a. tests b. behavior observation 2. Procedures for making referrals 3. Staffing procedures B. Diagnosis and assessment 1. Testing instruments a. Norm-referenced b. Criterion-referenced c. Teacher-made 2. Interpreting test results 3. Non-discriminatory testing considerations. C. Programming and Placement 1. Participation and communication a. Educational personnel b. Involvement of parent(s)/ guardian(s) 2. IEPs a. IEP conferences b. Writing the IEP c. Implementing the IEP d. Reviewing/modifying the IEP (monitoring effectiveness) D. Shared decision-making/group process 1. Team building 2. Team operation 3. Designing communication systems within the educational setting	1. Identify and describe at least three screening devices. 2. Identify the three categories of educational data: teacher-produced, criterion-referenced and norm-referenced. 3. Identify and describe four methods of illustrating educational data (mean, standard deviation, standard score and percent correct). 4. Identify at least five rules for constructing effective teacher made tests. 5. Describe and demonstrate use of precision teaching skills. 6. State educational goals in measurable, observable terms. 7. Compare and contrast behavioral and instructional objectives. 8. Identify components of IEP process. 9. Identify, describe and use cooperative processes within schools. 10. Identify, describe and use six communication skills for effective group interaction in the educational setting.	1. Learner demonstrates, orally or in writing, knowledge of the process of educational decision making for handicapped students. 2. Learner states, orally or in writing, educational goals in measurable, observable terms. 3. Learner demonstrates, orally or in writing, proficiency in collecting and utilizing educational data. 4. Learner models skills for effective communication with community and school personnel.

IG 3-

4. PROGRAM DEVELOPMENT AND MANAGEMENT

TOPICS:	SKILLS:	COMPETENCIES:
A. Assessing accommodation 1. Style 2. Rate 3. Environment 4. Content B. Curriculum modification 1. Concept analysis a. Specifiying concepts b. Analyzing concepts c. Testing concepts 2. Task analysis a. Identifying tasks b. Sequencing tasks c. Correcting tasks d. Correlating tasks C. Instructional models 1. Examples of instructional models 2. Analysis of instructional models to meet learner needs 3. Practical application of selected models; organization and management of resources	1. Identify and describe the four descriptors for accommodating individual differences of learners. 2. Describe possible effects of teacher-controlled paced instruction, e.g., fixed interval time schedules for changing tasks. 3. Demonstrate use of concept analysis as an instruction technique. 4. Identify ways to present a given task in relation to the concept being taught. 5. Identify ways of sequencing concepts and tasks. 6. Identify the receptive and expressive modalities employed in the learning process. 7. Identify and describe ways of testing concepts. 8. Describe the components of different learning management systems and accommodative instructional models (e.g., pre/post tests, variety of groupings, use of peer tutors, individually-paced instruction). 9. Identify ways in which a classroom may be organized to facilitate the use of correlated, multi-sensory tasks by individual learners. 10. Self-assess classroom instructional practices and implement changes in learning rate, learning style, learning environment, or learning content.	1. Learner demonstrates proficiency in self-assessing classroom instructional practices. 2. Learner demonstrates mastery of the concepts related to the development/modification of instructional programs for children with special needs. 3. Learner demonstrates ability to accommodate learning according to four components of program development and management: rate, style, content and environment.

APPENDIX - H

INDIVIDUALIZED TRAINING PLAN

TREK INDIVIDUAL AND SMALL GROUP
TRAINING PLAN

Participant_____

School_____

Facilitator_____

GOAL(S)	Date Start	Est Date Compl	Date of Compl
EVALUATION:			

STEPS: OBJECTIVES (including strategies, techniques, materials & activities)

PARTICIPANT	DATE START	EST DATE COMPL	DATE OF COMPL	FACILITATOR	DATE START	EST DATE COMPL	DATE OF COMPL

Signatures:_____ _____
(Participant) (Facilitator)

GUIDE FOR COMPLETING THE
T.R.E.K. INDIVIDUALIZED TRAINING PLAN

PURPOSE OF I.T.P. The purpose of the plan is to implement observable and measurable steps for accommodating the changing differences within and between learners.

SIGNALS FOR COMPLETING "GOAL" SECTION

When making decisions relative to goals consider that:

1. Information from the "Profile of Current Instructional Practices" should provide cues for possible goals.
2. The estimated date of completion is a joint decision highly influenced by individual differences in content, rate, style and environment.
3. The goals involve improving or changing existing instructional practices. Some of these practices occur in classrooms. Others occur in principals' offices, faculty lounges, staff meetings and school hallways. All are systems that influence the behavior of both adults and children.
4. The goals are influenced by our "interests" and "aptitudes." Interest is defined as "It matters to me." Aptitude means "It is appropriate for me. It fits me."
5. The goals are observable, measurable and expressed in written statements.

SIGNALS FOR COMPLETING "EVALUATION" SECTION

When making decisions relative to evaluation consider that:

1. The purpose is to design another learning opportunity rather than a criticism of methods. The opportunity is to learn about the relationship of changing ourselves and designing instructional practices that accommodate individual differences.

2. There are many methods to evaluate goal attainment.

3. A neutral person should be able to recognize and understand the evaluation procedures.
4. Specific procedures are highly influenced by individual differences in content, rate, style and environment (i.e., you).

SIGNALS FOR COMPLETING "STEPS" SECTION

When making decisions relative to this section consider:

1. The sub-steps necessary to achieve the goals stated in prior sections.
2. The estimated dates of completion.
3. The steps the facilitator is to complete to reach goal attainment.

APPENDIX - I

PROJECT OBJECTIVES

SUMMARY OF PROJECT OBJECTIVES

MANAGEMENT

1. Project Director will develop and implement a consortium arrangement.

2. The Consortium Council will develop policies and will review the implementation of those policies on a periodic basis.

3. Project Director will define staffing needs.

4. Project Director will fill and maintain the Project staffing summary.

5. Project Director will assign staff to positions and will review each staff member's work on a monthly basis.

6. Project staff will develop Project resources.

7. Project Director will develop and submit the requisite reports.

8. Project Director will define the staff's training needs.

9. Project Director will sponsor training events in accordance with the training plan.

10. Project Director will establish a Project calendar for the year.

11. Project Director and Project Evaluator will review Project operations on a quarterly basis.

12. Project Director will arrange for sites, equipment and supplies.

13. Project Director will arrange for consultants and subcontracts.

14. Project Director will arrange for the teacher incentive aspects of the Project.

DESIGN/DEVELOPMENT

1. The Project staff will develop training modules for consortium teachers.

2. The Project staff, in the course of developing training materials, will develop and refine a hierarchy of teacher skills.

3. The Project staff will develop and refine training procedures and materials for teacher trainers.

4. The Project staff will develop a long-term dissemination plan and will disseminate Project public relations procedures and materials according to that plan.

OUTCOMES

A. Teacher Outcomes

Process Objectives

1. By May 31, 1980 at least 750 trainees will have received individual and/or group training from Project TREK, according to established guidelines outlined in the TREK training process.

2. The Project staff will provide technical assistance (ongoing) to the trainees.

3. For at least 50% of training participants, Project staff will observe them in the classroom at least once.

Product Objectives

4. At least 75% of trainees will demonstrate mastery of workshop training concepts as measured by criterion-referenced tests and/or additional specified training criteria.

5. At least 75% of trainees will exhibit behaviors in the classroom which demonstrate mastery of training concepts as specified in training criteria (individualized training plans).

6. Trainees will exhibit positive attitudes toward handicapped students.

B. Student Outcomes

Process Objective

1. Trainees will demonstrate ability to individualize instruction to accommodate individual learners.

Product Objective

2. Students will attain the objectives established for them in the prescriptive program.

APPENDIX J

Miscellaneous Forms

TREK School Data Sheet

Date _____ School _____ School Year _____

I. BUILDING: Name: _____

Address: _____

Telephone: _____

II. PRINCIPAL _____

III. SECRETARY: _____

IV. CUSTODIAN(s): _____

V. COOK(s): _____

VI. CLASSROOM TEACHERS:

Grade Level	Teacher's Name	No. of Students	Students Receiving Outside Services
K			
K			
K			
1			
1			
1			
2			
2			
2			
3			
3			
3			
4			
4			
4			
5			
5			
5			
6			
6			
6			
7			
7			

TREK School Data Sheet - 2

Grade Level	Teacher's Name	No. of Students	Students Receiving Outside Services
7			
8			
8			
8			

Total No. of Classrooms _____

Total No. of Students _____

Total No. of Students Receiving Outside Svces _____

VII. CLASSROOM AIDES:

Name _____ Grade or Program _____

VIII. SUPPORT SERVICES AND PROGRAMS:

Service	Name	Agency Providing Service	Percent of Time	No. Children Served
Nurse				
Health Aide				
Speech Therapist				
Reading				
Title I Reading				
Counsellor				
TREK Facilitator				
Resource Room				
L.D. Class				
EMR				
TMR				
Deaf				
Blind				
Phys. Hand.				
Emot. Hand.				
Adaptive PE				
Regular PE				
Art				
Music				
Media Spec.				
Psychometrist				

TREK School Data Sheet (3)

Service	Name	Agency Providing Service	Percent of Time	No. Children Served
Social Worker				
Mental Health				
Behavior Spec.				
Child Dev. Spec.				
Bi-Lingual				
Pre-School				
Volunteers				
Other				

IX. BUILDING ACCESSIBILITY:

A. Building accessible to wheelchairs: Yes ___ No ___

B. Floors accessible to wheelchairs: First: Yes ___ No ___
Second: Yes ___ No ___
Third: Yes ___ No ___
Portables: Yes ___ No ___

C. Number of boys' restrooms accessible to wheelchairs, by floor:
First: _____ Second: _____ Third: _____

D. Number of girls' restrooms accessible to wheelchairs, by floor:
First: _____ Second: _____ Third: _____

E. Drinking fountains accessible to wheelchairs: Yes ___ No ___

F. Other facilities _____

X. STEPS IN REQUESTING AND RECEIVING SERVICES FOR AN INDIVIDUAL STUDENT:

TREK
MONTHLY TIME LOG

Month_____

GRAND TOTAL_____

Facilitator_____

	TARGET SCHOOLS						DISTRICT-WIDE						CROSS-DISTRICT							
	Inservice Planning	Inservice Product.	Group Inservice	Individ. Inserv.	Principal Cont.	School Funct.	Inservice Plan.	Inservice Product.	Group Inservice	Individ. Inserv.	Admin. Contact	District Funct.	Planning	Production	Present./Consult.	TREK Staff Activ.	TREK Staff Train.	Consortium Cont.	Documentation	Travel
DATE	1.1	1.2	1.3	1.4	1.5	1.6	2.1	2.2	2.3	2.4	2.5	2.6	3.1	3.2	3.3	3.4	3.5	3.6	4.0	5.0

REPORTING DESCRIPTIONS OF CATEGORIES FOR

PROJECT TREK TIME-LOG

1.0 TARGET SCHOOLS Activities

1.1 Inservice Planning - professional tasks to plan and prepare for inservice

Examples: reading, evaluating materials, creating, writing

1.2 Inservice Production - clerical or routine tasks (which could be done by someone else, if available)

Examples: duplicating, collating, typing, pick up/delivery of borrowed materials

1.3 Group Inservice - training-related activities involving at least two members from the building staff

Examples: large/small group workshops, orientations, information-giving

1.4 Individual Inservice - training-related activities conducted on a one-to-one basis

Examples: formal and informal professional meetings, problem solving, ITPs, observation/feedback

1.5 Principal Contacts - professional interactions with principal(s) of designated building(s)

Examples: problem solving, training/consultation, conferences, informal meetings, ITPs

1.6 School/Building Functions - social or professional activities not directly related to facilitator position primarily for building rapport and identify as part of school faculty

Examples: faculty meetings, informal social contacts, committees, referral/screening committees, substituting

2.0 DISTRICT-WIDE Activities

2.1 Inservice Planning - professional tasks to plan and prepare for inservice

Examples: reading, evaluating materials, creating, writing

2.2 Inservice Production - clerical or routine tasks (which could be done by someone else, if available)

Examples: duplicating, collating, typing, pick up/delivery of borrowed materials

2.3 Group Inservice - training-related activities involving at least two personnel representatives from the district

Examples: large/small group workshops, orientations, ITPs, information-giving

2.4 Individual Inservice - training-related activities conducted on a one-to-one basis

Examples: formal and informal professional meetings, problem solving, observation/feedback

2.5 Administrator Contacts - professional interactions with district administrators

problem solving, training/consultation, conferences, informal meetings, ITPs

2.6 District functions - social or professional activities not directly related to facilitator position--primarily for building rapport and identify with the district

Examples: school board meetings, faculty/professional associations, district social activities

3.0 CROSS DISTRICT Activities

3.1 Presentation/Consultation Planning - professional tasks to plan and prepare for presentations, consulting, or Project dissemination

Examples: reading, evaluating materials, creating, writing

3.2 Presentation/Consultation Production - clerical or routine tasks (which could be done by someone else, if available)

Examples: duplicating, collating, typing, pick up/delivery of borrowed materials

3.3 Presentations/Consultation - training and/or dissemination activities--group or individual--whose focus is broader than (or outside) assigned district

Examples: Presenting at state/regional conferences (COSA, CEC, etc.); Consulting with out-of-state Special Education directors; dissemination of information to district personnel outside home district

3.4 TREK Staff Activities - professional interactions with one or more Project Staff (structured or informal); independent work related to Project concerns/tasks

Examples: staff meetings, committees, housekeeping, sharing resources, conferences with Project Coordinator

3.5 *Facilitator Training Examples: attending workshops, presentations, conferences; independent research; participating in TREK training activities	-	individual or group activities to foster professional growth and development
3.6 Consortium Contacts Examples: attending Consortium Council meetings, formal/informal meetings with one or more Consortium Council members	-	contacts specifically regarding CONSORTIUM BUSINESS (with any Council member, including representative from home district)
4.0 DOCUMENTATION Examples: filling out TREK or district forms, recording/tabulating data, completing reports!	-	necessary paperwork/record-keeping for accountability
5.0 TRAVEL TIME	-	required travel in order to fulfill professional obligations (building/district/cross-district activities performed as part of job requirements)

* Although this is listed as cross-district activity, Facilitator training may also occur at building/district level.

PROJECT TREK
MONTHLY ANECDOTAL SUMMARY

Month _____
Facilitator _____
School(s) _____
_____

MAJOR ACTIVITIES/ACCOMPLISHMENTS:

TARGET SCHOOLS

--Group Inservice:

--Individual Inservice:

--Other:

DISTRICT-WIDE

--Group Inservice:

--Individual Inservice:

--Other:

CROSS-DISTRICT

--Group Inservice

--Individual Inservice:

--Other:

PROJECT TREK
MONTHLY ANECDOTAL SUMMARY

RATING SCALE: A 5-point scale is used to indicate degree of Facilitator's satisfaction with activities or accomplishments. A '1' indicates little/no satisfaction; a '5' indicates very high satisfaction. The appropriate number should be written in the blank preceding the activity description.

Major Activities/Accomplishments: briefly describe one or more major activities within each category. (If no activities in certain categories that month, draw a line through the category).

Comments: Specify problems encountered, things which went especially well, recommendations re: assistance/intervention needed, questions, etc.

EXAMPLE:

This month's inservice activities included individual training with four teachers, in the target school--all of whom were eager and cooperative.

Within the top section "Target Schools", the Facilitator would indicate:

5	Individual inservice work with 4 teachers on continued individual projects, begun last month.	Teachers really excited about results to date. All projects proceeding ahead of time and exceeding expectations. Need to get other teachers involved.

Date of session_____

School_____

Trainer_____

Topic_____

McCALLON WORKSHOP EVALUATION SCALE

SUMMARY OF RESPONSES

Instructions: Indicate the actual number of responses to each number on the scale and circle. Example: 1. (2) (4) (6)
7 6 5

1.	The organization of workshop was:	7	6	5	4	3	2	1
2.	The objectives of the workshop were:	7	6	5	4	3	2	1
3.	The work of the consultants was:	7	6	5	4	3	2	1
4.	The ideas and activities presented were:	7	6	5	4	3	2	1
5.	The scope (coverage) was:	7	6	5	4	3	2	1
6.	My attendance at this workshop should prove:	7	6	5	4	3	2	1
7.	Overall, I consider this workshop:	7	6	5	4	3	2	1
8.	Do you feel a need for additional information about this topic?	7	6	5	4	3	2	1

Please list/attach participant comments.

EVALUATION

of

PLANNING MEETING

PURPOSE: To evaluate the effectiveness of the meeting relative to designing and implementing a staff development program for Rose City Park.

DIRECTIONS: Please circle the number which best expresses your reactions to each of the items.

1) The organizstion of the planning session was: 1 (Very Low) 2 3 4 5 6 7 (Excellent)

2) The objectives of the session were: 1 (Very Unclear) 2 3 4 5 6 7 (Clearly Evident)

3) The way Jake facilitated the session was: 1 (Very Incompentent) 2 3 4 5 6 7 (Extremely Competent)

4) The language used by the group was: 1 (Not part Of My Language) 2 3 4 5 6 7 (Very related to my Language)

5) The methods used by the group to make decisions were: 1 (Very Uncomfortable to Me) 2 3 4 5 6 7 (Extremely Comfortable For Me)

6) The degree to which I feel personal ownership of the decisions made by the group is: 1 (Very Low) 2 3 4 5 6 7 (Extremely High)

7) Relative to initiating significant changes in Rose City Park this meeting has: 1 (Contributed Nothing) 2 3 4 5 6 7 (Made a Very Important Contribution)

8) Other Comments:
(Please use other side)

A SURVEY OF EDUCATORS' OPINIONS REGARDING MAINSTREAMING

Section I: BACKGROUND VARIABLES

Please check the box before the appropriate response to each item.

1. My position in the School District is:

   a. ☐ Classroom teacher ☐ Paraprofessional ☐ Specialist ☐ Administrator
   b. ☐ General education ☐ Special education

2. Grade level(s) I teach or supervise:

   ☐ K-3 ☐ 4-6 ☐ 7-9 ☐ 10-12

3. Number of students in my class
   (if more than one class, check average class size):

   ☐ 9 or less ☐ 10-18 ☐ 19-27 ☐ 28 or more

4. My previous experience with special-needs children has been:

   ☐ None ☐ Limited contact outside of school ☐ Teaching handicapped students in regular class ☐ Teaching in a special education class

5. My degree of success to date in dealing with special-needs students in the school setting had been:

   ☐ Very low ☐ Low ☐ Average ☐ High ☐ Very high

6. The extent of support services available to me for accommodating special-need students (e.g., resource teacher, remedial reading teacher, school psychologist, instructional materials) has been:

   ☐ Very low ☐ Low ☐ Average ☐ High ☐ Very high

7. The number of quarter hours of college credit I have earned in Special Education is:

   ☐ None ☐ 1-5 ☐ 6-15 ☐ 16 or more

8. The amount of inservice training I have received regarding special need students is:

   ☐ None ☐ Minimal ☐ Some ☐ Adequate ☐ Extensive

9. My professional involvement with Project TREK has been:

   ☐ None ☐ None, but I am aware of Project TREK ☐ Individual consultation with TREK staff ☐ Participation in group training

10. On a scale from 1 to 5 I would rate my experience with TREK:

    ☐1 No use of the information ☐2 ☐3 ☐4 ☐5 Applications of concepts in my work

W_M:say
1/80

SECTION II: EDUCATOR OPINIONS

Please circle the number under the column that best describes your agreement or disagreement with the following statements. There are no correct answers; the best answers are those that honestly reflect your feelings.

Scale:	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
	1	2	3	4	5

		SA	A	U	D	SD
1.	Within every classroom there are differences among learners which require variation of teaching techniques/strategies.	1	2	3	4	5
2.	The needs of handicapped students can best be served through special, separate classes.	1	2	3	4	5
3.	A special-needs child's classroom behavior generally requires more patience from the teacher than does the behavior of a normal child.	1	2	3	4	5
4.	The challenge of being in a regular classroom will promote the academic growth of the special-needs child.	1	2	3	4	5
5.	The extra attention special-needs students require will be to the detriment of the other students.	1	2	3	4	5
6.	Training regarding teaching special needs students is ultimately beneficial to all students.	1	2	3	4	5
7.	It is difficult to maintain order in a regular classroom that contains a special-needs child.	1	2	3	4	5
8.	Regular teachers possess a great deal of the expertise necessary to work with special-needs students.	1	2	3	4	5
9.	The behavior of special-needs students will set a bad example for the other students.	1	2	3	4	5
10.	Isolation in a special class has a negative effect on the social and emotional development of a special-needs student.	1	2	3	4	5
11.	The special-needs child will probably develop academic skills more rapidly in a special classroom than in a regular classroom.	1	2	3	4	5
12.	Integration of special-needs children will require significant changes in regular classroom procedures.	1	2	3	4	5
13.	Many of the things teachers do with regular students in a classroom are appropriate for special-needs students.	1	2	3	4	5
14.	It is likely that a special-needs child will exhibit behavior problems in a regular classroom setting.	1	2	3	4	5
15.	Successful mainstreaming of a special-needs student largely depends upon the classroom teacher's attitudes and expectations of the student.	1	2	3	4	5
16.	Diagnosis and evaluation of special-needs students are the responsibility of school psychologists and other specialists.	1	2	3	4	5
17.	Integration of special-needs children will necessitate extensive retraining of regular teachers.	1	2	3	4	5
18.	Special-needs students should be given every opportunity to function in the regular classroom setting, where possible.	1	2	3	4	5

19.	Diagnostic-prescriptive teaching is better done by resource-room or special teachers than by regular classroom teachers.	1	2	3	4	5
20.	Modifying instructional practices requires too much time and effort for a classroom teacher.	1	2	3	4	5
21.	Only teachers with special education training at the college level should teach special-needs students.	1	2	3	4	5
22.	The special-needs child will be socially isolated by regular classroom students.	1	2	3	4	5
23.	Learning to select and adapt instructional materials for special-needs students is an important skill for any teacher to develop.	1	2	3	4	5
24.	When special-needs children are mainstreamed into regular classes the teacher must receive on-going information, assistance, and support from special educators and other personnel.	1	2	3	4	5
25.	The presence of special-needs students will promote acceptance of differences on the part of regular students.	1	2	3	4	5

THANK YOU FOR TAKING YOUR TIME TO COMPLETE THIS FOR US.

sy
1/23/80

PROJECT TREK MATERIAL EVALUATION

Title of material: _____

This material was used for ( ) information review ( ) training.
If used for training briefly describe how it was used and with whom:

1. Relative to my need and interest in inservice training, I found the material to be:

1	2	3	4	5	6	7
Of no use						Extremely useful

2. The organization of this material was:

1	2	3	4	5	6	7
Poor						Excellent

3. The information/tasks presented were:

1	2	3	4	5	6	7
Boring						Very interesting

4. The language used in this material was:

1	2	3	4	5	6	7
Unclear/ full of jargon						Clear

5. Overall, I found this material to be:

1	2	3	4	5	6	7
Poor						Excellent

6. My recommendation to others regarding this material would be:

1	2	3	4	5	6	7
Cannot recommend at all						Highly recommend

7. What I liked most about this material was:

8. What I liked least about this material was:

PLEASE USE BACK OF PAGE FOR ADDITIONAL COMMENTS OR RECOMMENDATIONS

Oregon School Districts Participating in Project TREK:

Beaverton
David Douglas
North Clackamas
Oregon City
Parkrose
Portland
West Linn